JOHN JAY COLLEGE OF CRIMINAL JUSTICE

COLLEGE COUNCIL AGENDA & ATTACHMENTS

APRIL 23, 2014

JOHN JAY COLLEGE OF CRIMINAL JUSTICE
The City University of New York
The College Council

April 23, 2014
1:40 p.m.
9.64NB

I. Adoption of the Agenda

II. Minutes of the March 12, 2014 College Council (attachment A), **Pg. 3**

III. Election of College Council Committee Member (attachment B)

-Erick Alonzo was nominated to fill the vacant position on the Undergraduate Curriculum and Academic Standards Committee as a student representative, **Pg. 13**

-Professor Olivera Jokic of the English Department was nominated to fill the vacant position on the Faculty Elections Committee, **Pg. 24**

IV. Report from the Committee on Honors, Prizes and Awards (attachment C) – Vice President Lynette Cook-Francis, **Pg. 26**

V. Report from the Undergraduate Curriculum and Academic Standards Committee (attachments D1-D15) – Interim Dean Allison Pease

<u>New Courses</u>
D1. ANT 3XX Anthropology of Work, **Pg. 27**
D2. SEC 3XX Security Management Internship, **Pg. 37**
D3. ENG 3XX Advanced Legal Writing: Advocacy and Oral Argument, **Pg. 49**

<u>Programs</u>
D4. Proposal to Revise the Electives in the BA and Minor in Humanities and Justice, **Pg. 63**
D5. Proposal to Revise the Minor in Psychology, **Pg. 70**
D6. Proposal for a New BS with a Major in Cell and Molecular Biology, **Pg. 75**

<u>Course Revisions and Mapping to Gen Ed Outcomes</u>
D7. SOC 328 Qualitative Research Methods in Criminology, **Pg. 157**
D8. SOC 329 Evaluation Research, **Pg. 160**
D9. AFR 215 Police and the Ghetto, **Pg. 162**
D10. SOC 315 Modern Sociological Theory, **Pg. 171**
D11. BIO 315 Genetics, **Pg. 179**
D12. BIO 412 Molecular Biology I, **Pg. 181**
D13. BIO 413 Molecular Biology II, **Pg. 183**
D14. CHE 315 Biochemistry, **Pg. 185**
D15. SPA 202 Intermediate Spanish II (Com), **Pg. 187**

VI. Report from the Committee on Graduate Studies (attachment E1-E3) – Dean Anne Lopes

Academic Standards
E1. Proposal to Change the Steps to Completing a Thesis, **Pg. 198**

Course Revision
E2. CRJ/PAD 730 Policy Analysis in Criminal Justice, **Pg. 201**

Programs
E3. Proposal for Changes to the MA in Criminal Justice, **Pg. 203**

VII. New Business

VIII. Administrative Announcements – President Jeremy Travis

IX. Announcements from the Faculty Senate – President Karen Kaplowitz

X. Announcements from the Student Council – President Clinton Dyer

JOHN JAY COLLEGE OF CRIMINAL JUSTICE

The City University of New York

MINUTES OF THE COLLEGE COUNCIL

Wednesday, March 12, 2014

The College Council held its fifth meeting of the 2013-2014 academic year on Wednesday, March 12, 2014. The meeting was called to order at 1:55 p.m. and the following members were present: C. Jama Adams, Schevaletta Alford, Andrea Balis, Dale Barleben, Elton Beckett, Warren Benton, Adam Berlin, Jane Bowers, Claudia Calirman, Anthony Carpi, James Cauthen, Katarzyna Celinska, Frantzy Clement, Lynette Cook-Francis, Geert Dhondt, Clinton Dyer, Margaret Escher, Robert Furst, John Gutierrez, Maki Haberfeld, Nancy Jeeuth, Charles Jennings, Shaobai Kan, Karen Kaplowitz, Katherine Killoran, Tom Kucharski, Anne Lopes, Vincent Maiorino, Nancy Marshall, Alisa Matusevych, Joshua Medas, Gabriella Mungalsingh, David Munns, Jay Pastrana, Allison Pease, Nicole Ponzo, Carina Quintian, Danius Remeza, Raul Romero, Raul Rubio, Caridad Sanchez, Rosann Santos-Elliott, Francis Sheehan, Carmen Solis, Charles Stone, Nadia Taskeen, Julio Torres, Jeremy Travis, Robert Troy, Fritz Umbach, Janet Winter and Daniel Yaverbaum.

Absent were: Veronica Acevedo, Benedicta Darteh, Janice Dunham, Jennifer Dysart, Diana Falkenbach, Lior Gideon, Shereef Hassan, Stanley Ingber, Joanne Jeung, Maria Kiriakova, Louis Kontos, Anru Lee, Hyunhee Park, Robert Pignatello, Tanya Rodriguez, Richard Stripp and Ivonne Torres.

I. Adoption of the Agenda

A motion was made to amend the agenda. Item E1 (pages 316-317) was withdrawn from the agenda. The motion was seconded and approved unanimously.

II. Minutes of the December 12, 2013 College Council

A motion was made to adopt the minutes as presented. The motion was seconded and passed.

In Favor: 51 Oppose: 0 Abstentions: 1

III. Announcement of College Council Committee Members

A motion was made to have the minutes reflect the following changes:

- Professor C. Jama Adams was elected to fill the vacant position on College Council as the Africana Studies representative.

- Professor Charles Jennings was elected to fill the vacant position on College Council as the Security, Fire and Emergency Management representative.

A

- Professor Elton Beckett was elected to fill the vacant position on College Council as the Communication & Theater Arts representative.

- Professor Daniel Yaverbaum, Science Department and Professor Louis Kontos, Sociology Department were elected by the Faculty Senate to fill the vacant positions on College Council as Faculty at-large members.

A motion was made to approve the changes to these committees. The motion was seconded and approved unanimously.

IV. Report from the Committee on Honors, Prizes and Awards (attachment C)
A motion was made to adopt the proposal as presented. The motion was seconded and approved unanimously.

V. Report from the Undergraduate Curriculum and Academic Standards Committee (attachments D1 –D21)
A motion was made to present the new courses marked D1-D16 as a slate. That motion was seconded and approved unanimously.

A motion was made to adopt the new courses and course revisions marked D1-D16:

New Courses

D1.	AFR 1XX (132)	Arts & Culture in the African Diaspora (CE)
D2.	AFR 3XX	Perspectives on Justice in the Africana World (JCII)
D3.	ANT 2XX	Language and Culture
D4.	ANT 3XX	Anthropology of Development
D5.	ANT 3XX	Anthropology of Global Health
D6.	ANT 3XX	Structural Violence & Social Suffering
D7.	ANT 3XX	Theory in Anthropology
D8.	ANT 4XX	Senior Seminar in Anthropology
D9.	BIO 2XX (205)	Eukaryotic Cell Biology
D10.	CSCI 3YY	Cryptography and Cryptanalysis
D11.	CSCI 4XX	Computer Security and Forensics
D12.	PAD 3XX	Administration of International Intergovernmental Organizations
D13.	SOC 2XX	Environmental Sociology
D14.	SOC 3XX	Global Social Movements
D15.	ISP 3XX	Sex, Gender and Justice in Global Perspective (JCII)
D16.	PHI 2XX	Environmental Ethics

The motion was seconded and approved unanimously.

A motion was made to adopt the course revision marked “D17. LIT 286 The Horror Film”. The motion seconded and approved unanimously.

A motion was made to adopt course revision marked “D18. PSY 243 Theories of Personality”. The motion was seconded and approved unanimously.

A motion was made to adopt the course revision marked “D19. Economics Courses Change of Prerequisites”. The motion was seconded and approved unanimously.

A motion was made to adopt the new program marked “D20. Proposal for a New BA with a Major in Sociology”. The motion was seconded and approved unanimously.

A motion was made to adopt the academic standard marked “D21. Policy on Dean’s List Standards for Part-Time Students”. The motion was seconded and approved unanimously.

VI. Report from the Committee on Graduate Studies (attachments E1-E3)

A motion was made to adopt the academic standard marked “E1. Proposal for an Addition to the Graduate Studies Master’s Thesis.” A motion was made to table this item. The motion was seconded and approved unanimously. The item will be referred back to the Committee on Graduate Studies.

A motion was made to adopt the course revision marked “E2. CRJ 772 Proseminar in Terrorism Studies.” The motion was seconded and approved unanimously.

A motion was made to adopt the new program marked “E3. Proposal for an Advanced Certificate in Criminal Investigation.” The motion was seconded and approved unanimously.

VII. Report from the Department of Foreign Languages and Literatures (attachment F)

A motion was made to adopt the name change. The motion was seconded and passed.

In Favor: 42 Oppose: 5 Abstentions: 0

The meeting was adjourned at 3:09 p.m.

Table of Contents

College Council Membership

The College Council shall be the primary governing body of John Jay College of Criminal Justice. It shall have authority to establish College policy on all matters except those specifically reserved by the Education Law or by the Bylaws of the Board of Trustees of The City University of New York to the President or to other officials of John Jay College or of The City University of New York, or to the CUNY Board of Trustees. The College Council shall consist of the following members:

Administration:

1. President (chairperson)	Jeremy Travis
2. Provost and Senior Vice President for Academic Affairs	Jane P. Bowers
3. Senior Vice President for Finance and Administration	Robert Pignatello
4. Vice President for Student Affairs	Lynette Cook-Francis
5. Vice President for Enrollment Management	Robert Troy
6. Associate Provost for Strategic Initiatives/ Dean of Graduate Studies	Anne Lopes
7. Interim Dean of Undergraduate Studies	Allison Pease
8. Interim Dean of Research	Anthony Carpi

Faculty:

a. Full-time faculty elected from each academic department:

9. Africana Studies	C. Jama Adams
10. Anthropology	Robert Furst
11. Art and Music	Claudia Calirman
12. Communication & Theater Arts	Elton Beckett
13. Counseling	Caridad Sanchez
14. Criminal Justice	Stanley Ingber
15. Economics	Geert Dhondt
16. English	Dale Barleben
17. Foreign Languages and Literature	Raul Romero
18. Health and Physical Education	Vincent Maiorino
19. History	David Munns
20. Interdisciplinary Studies Program	Andrea Balis
21. Latin America and Latina/o Studies	John Gutierrez
22. Law, Police Science and CJA	Lior Gideon
23. Library	Maria Kiriakova
24. Mathematics and Computer Science	Shaobai Kan
25. Philosophy	Tanya Rodriguez
26. Political Science	James Cauthen
27. Psychology	Tom Kucharski
28. Public Management	Warren Benton
29. Security, Fire and Emergency Management	Charles Jennings
30. Sciences	Richard Stripp
31. SEEK	Carmen Solis
32. Sociology	Jay Pastrana

b. Faculty allotted according to any method duly adopted by the Faculty Senate:

33. Library	Janice Dunham
34. English	Karen Kaplowitz
35. Psychology	Charles Stone
36. History	Fritz Umbach
37. Science	Daniel Yaverbaum
38. Science	Francis Sheehan
39. Anthropology	Anru Lee
40. SEEK	Schevaletta Alford
41. Law & Police Science	Maki Haberfeld
42. Psychology	Jennifer Dysart
43. Psychology	Diana Falkenbach
44. History	Hyunhee Park
45. English	Danius Remeza
46. English	Margaret Escher
47. Sociology	Louis Kontos
48. Foreign Language & Literature	Raul Rubio
49. Law & Police Science	Katarzyna Celinska
50. English	Adam Berlin

- Eight faculty alternates who may vote, make motions and be counted as part of the College Council's quorum only during the absence of a permanent faculty representative:

Melinda Powers - English	**Vacant**
Vacant	**Vacant**
Vacant	**Vacant**
Vacant	**Vacant**

Higher Education Officers elected by Higher Education Officers Council:

51. Rosann Santos-Elliott
52. Katherine Killoran
53. Janet Winter
54. Nancy Marshall
55. Carina Quintian

- One Higher Education Officers alternate who may vote, make motions and be counted as part of the College Council's quorum only during the absence of a permanent higher education officer representative.
  Marisol Marrero

Students:

56. President of the Student Council	Clinton Dyer
57. Vice President of the Student Council	Julio Torres
58. Treasurer of the Student Council	Shereef Hassan
59. Secretary of the Student Council	Nadia Taskeen
60. Elected At-Large Representative	Gabriella Mungalsingh
61. Elected graduate student representative	Frantzy Clement
62. Elected graduate student representative	Nicole Ponzo
63. Elected senior class representative	Ivonne Torres
64. Elected senior class representative	Alisa Matusevych
65. Elected junior class representative	Benedicta Darteh
66. Elected junior class representative	Joshua Medas
67. Elected sophomore class representative	Nancy Jeeuth
68. Elected sophomore class representative	Veronica Acevedo
69. Freshman representative designated according to a method duly adopted by the Student Council.	Joanne Jeung

- Two (2) alternate student representatives, who vote, make motions and be counted as part of the College Council's quorum only during the absence of a permanent student representative.

1. VACANT	2. Dev Sharma

B

College Council Interim Executive Committee

The faculty, higher education officers and student representatives shall be elected by the College Council from among its members in September of each year. From June 1 until such time as the College Council holds this election, there shall be an Interim Executive Committee, which shall consist of the following members:

- President (chairperson) — Jeremy Travis
- Provost and Senior Vice President for Academic Affairs — Jane P. Bowers
- Senior Vice President for Finance and Administration — Robert Pignatello
- Vice President for Student Affairs — Lynette Cook-Francis
- President of the Faculty Senate — Karen Kaplowitz
- Vice-President of the Faculty Senate — Fritz Umbach
- Two (2) other members of the Faculty Senate
    1. Andrea Balis
    2. Janice Dunham
- President of the Higher Education Officers Council — Carina Quintian
- Vice-President of the Higher Education Officers Council — Sandrine Dikambi
- President of the Student Council — Clinton Dyer
- Vice-President of the Student Council — Julio Torres

The faculty, higher education officer and student members of the Interim Executive Committee shall nominate College Council members of their respective constituencies as candidates for election to the Executive Committee.

College Council Executive Committee

There shall be an Executive Committee which shall be the College Council's Agenda Committee. It shall have the power to call the College Council into extraordinary session, and shall have only such powers, functions, and duties as the College Council may delegate to it to exercise during periods when the College Council is not in session. The faculty, higher education officers and student representatives shall be elected by the College Council from among its members in September of each year. The faculty, higher education officer and student members of the Interim Executive Committee shall nominate College Council members of their respective constituencies as candidates for election to the Executive Committee.
The Executive Committee shall consist of the following members:

- President (chairperson) — Jeremy Travis
- Provost and Senior Vice President for Academic Affairs — Jane P. Bowers
- Senior Vice President for Finance and Administration — Robert Pignatello
- Vice President for Student Affairs — Lynette Cook-Francis

- Seven (7) members of the full-time faculty as defined in Article I, Section 3.a.i
    1. Schevaletta Alford
    2. Warren Benton
    3. Jennifer Dysart
    4. Karen Kaplowitz
    5. Tom Kucharski
    6. Francis Sheehan
    7. Raul Rubio

- Two (2) higher education officers
    1. Rosann Santos-Elliott
    2. Janet Winter

- Three (3) students
    1. Clinton Dyer
    2. Julio Torres
    3. Gabriella Mungalsingh

B

Undergraduate Curriculum and Academic Standards Committee

There shall be a Committee on Undergraduate Curriculum and Academic Standards which shall consider all matters relating to the undergraduate curriculum of the College and make recommendations to the College Council on such matters as: proposed programs; additions, deletions and modifications of courses and existing programs; distribution; core requirements; basic skills; academic standards; and, policies pertaining to student recruitment and admissions.

The Committee on Undergraduate Curriculum and Academic Standards shall consist of the following members:

- Interim Dean of Undergraduate Studies (Chairperson) — Allison Pease
- Vice President for Enrollment Management — Robert Troy
- Executive Academic Director of Undergraduate Studies — Kathy Killoran

- The chairperson of each of the academic departments, or a full-time member of the faculty, as defined in Article I, Section 3.a.i of the Charter of Governance, who has served in that capacity at the College for at least one (1) year, to be elected from among the members of that department to serve for two (2) academic years.

1. Africana Studies — C. Jama Adams
2. Anthropology — Ric Curtis
3. Art and Music — Ben Bierman
4. Communication & Theater Arts — Marty Wallenstein
5. Counseling — Lynette Cook-Francis
6. Criminal Justice — Violet Yu
7. Economics — Jay Hamilton
8. English — Al Coppola
9. Foreign Languages and Literature — Silvia Dapia
10. Health and Physical Education — Jane Katz
11. History — Andrea Balis
12. Interdisciplinary Studies Program — Sondra Leftoff
13. Latin American and Latina/o Studies — Luis Barrios
14. Law, Police Science and CJA — Katarzyna Celinska
15. Library — Marta Bladek
16. Mathematics and Computer Science — Hunter Johnson
17. Philosophy — Hernando Estevez
18. Political Science — Brian Arbour
19. Psychology — Peggilee Wupperman
20. Public Management — Judy-Lynne Peters
21. Sciences — Sandra Swenson
22. Security, Fire & Emergency Management — Glenn Corbett
23. SEEK — Monika Son
24. Sociology — Richard Ocejo

- Three (3) students, each of whom have a cumulative grade point average of at least 3.0.

1. Erick Alonzo
2. Alana Albert
3. Anthony Persaud

Committee on Student Interests

There shall be a Committee on Student Interests which shall be concerned with matters of student life including but not limited to student organizations, student housing, extracurricular activities, and student concerns at the College. The Committee on Student Interests shall consist of the following members:

- Dean of Students (chairperson) — Kenneth Holmes
- Director of Athletics — Carol Kashow
- Director of Student Life — Danielle Officer
- Two (2) members of the faculty
    1. Alexa Capeloto
    2. Sheeba Johnson
- Six (6) students
    1. Sanjida Meem
    2. Carika Dixon
    3. Artem Gurkivskyi
    4. Joanne Jeung
    5. Nandanie Jeeuth
    6. Benedicta Darteh

B

Faculty-Student Disciplinary Committee

As set forth in Article XV of the Bylaws of the CUNY Board of Trustees, there shall be a Faculty-Student Disciplinary Committee which shall have primary jurisdiction in all matters of student discipline not handled administratively. The committee shall abide by the procedures required by Article XV of the Bylaws of the CUNY Board of Trustees. A Faculty-Student Disciplinary Committee shall consist of two (2) members of the faculty, two (2) students and a chairperson. As set forth in Article XV of the Bylaws of the CUNY Board of Trustees, the rotating panels shall be appointed as follows:

- The President shall select, in consultation with the Executive Committee, three (3) full-time members of the faculty, as defined in Article I, Section 3.a.i of the Charter of Governance, to receive training and to serve in rotation as chair of the Judicial Committee.
    1. Janice Bockmeyer
    2. Schevaletta Alford
    3. Robert McCrie

- Two (2) full-time members of the faculty, as defined in of the Charter of Governance, shall be selected by lot from a panel of six (6) members of the full-time faculty elected annually by the Faculty Senate.
    1. Margaret Escher
    2. Ali Kocak
    3. Jeffrey Kroessler
    4. Barry Latzer
    5. Roger McDonald
    6. Louis Kontos

- The two (2) student members shall be selected by lot from a panel of six (6) students elected annually in an election in which all students registered at the College shall be eligible to vote.
    1. Joshua Medas
    2. Johnny Derogene
    3. Alisa Matusevych
    4. Joon Won Yoon
    5. Jared Remig
    6. Imatashal Tariq

In the event that the student panel or faculty panel or both are not elected, or if more panel members are needed, the President shall have the duty to select the panel or panels which have not been elected. No individuals on the panel shall serve for more than two (2) consecutive years.

Committee on Faculty Personnel

There shall be a Committee on Faculty Personnel which shall review from the departments and other appropriate units of the College all recommendations for appointments to the instructional staff in the following ranks: Distinguished Professor, Professor, Associate Professor, Assistant Professor, Instructor, Distinguished Lecturer, Lecturer, Chief College Laboratory Technician, Senior College Laboratory Technician, and College Laboratory Technician, and make recommendations to the President. It shall also receive recommendations for promotions and reappointments with or without tenure, together with compensation, in the aforementioned ranks of the instructional staff and shall recommend to the President actions on these matters. It may also recommend to the President special salary increments. The President shall consider such recommendations in making his or her recommendations on such matters to the CUNY Board of Trustees.

Policy recommendations of the committee shall be made to the College Council for action. Recommendations with respect to appointments, promotions, and other matters specified in the paragraph above, shall be reported to the President and shall not be considered by the College Council except at the discretion of the President. The Committee shall receive and consider petitions and appeals from appropriate members of the instructional staff with respect to matters of status and compensation, and shall present its recommendations to the President. Further appeals shall follow CUNY procedures. The Committee on Faculty Personnel shall consist of the following members:

- President (Chairperson) — Jeremy Travis
- Provost and Senior Vice President for Academic Affairs — Jane Bowers
- Associate Provost for Strategic Initiatives / Dean of Graduate Studies — Anne Lopes
- Interim Dean of Undergraduate Studies — Allison Pease
- Interim Dean of Research — Anthony Carpi
- Chairperson of each academic department
    1. Africana Studies — C. Jama Adams
    2. Anthropology — Anthony Marcus
    3. Art and Music — Roberto Visani
    4. Communication & Theater Arts — Seth Baumrin
    5. Counseling — Lynette Cook-Francis
    6. Criminal Justice — Evan Mandery
    7. Economics — Jay Hamilton
    8. English — Valerie Allen
    9. Foreign Languages and Literature — Silvia Dapia
    10. Health and Physical Education — Davidson Umeh
    11. History — Allison Kavey
    12. Interdisciplinary Studies Program — Richard Haw
    13. Latin American & Latino/a Studies — Lisandro Perez
    14. Law, Police Science and CJA — Maki Haberfeld
    15. Library — Larry Sullivan
    16. Mathematics and Computer Science — Peter Shenkin
    17. Philosophy — Jonathan Jacobs

18. Political Science	James Cauthen
19. Psychology	Tom Kucharski
20. Public Management	Warren Benton
21. Sciences	Larry Kobilinsky
22. Security, Fire and Emergency Management	Charles Nemeth
23. SEEK	Nancy Velazquez-Torres
24. Sociology	David Brotherton

- Three (3) at-large full-time members of the full-time faculty from amongst those who hold the rank of tenured associate and/or tenured full professor, as defined in Article I, Section 3.a.i of the Charter of Governance.
    1. Nivedita Majumdar
    2. Chitra Raghavan
    3. Rosemary Barbaret

- Three (3) members of the faculty who receive the next highest number of votes in a general faculty election will be alternate faculty representatives on the committee. An alternate may vote, make motions and be counted as part of the quorum only when a chairperson and/or an at-large faculty representative is absent.
    1. Gail Garfield
    2. Robert DeLucia
    3. John Staines

- The Student Council may designate up to two (2) students, with at least 30 credits earned at the College, to serve as liaisons to the Review Subcommittees of the Committee on Faculty Personnel. The student liaisons shall be subject to College Council ratification. The role of the student liaisons shall be to review student evaluations of faculty members being considered by the subcommittees for reappointment, promotion and tenure and to summarize the content of those evaluations at a time designated by the Review Subcommittee. Student liaisons are not members of the Committee on Faculty Personnel.
    1. Grace Agalo-os
    2. Faika Kabir

Budget and Planning Committee

There shall be a Budget and Planning Committee which shall be responsible for reviewing budget information, making recommendations on the financial and budgetary matters of the College, and providing guidance on comprehensive and strategic planning for the College. The President, or his designee, shall make quarterly financial reports to the Budget and Planning Committee. The Budget and Planning Committee shall consist of the following members:

• President (chairperson)	Jeremy Travis
• Provost and Senior Vice President for Academic Affairs	Jane Bowers
• Senior Vice President for Finance and Administration	Robert Pignatello
• Vice President for Student Affairs	Lynette Cook-Francis
• Vice President for Enrollment Management	Robert Troy
• Associate Provost for Institutional Effectiveness	James Llana
• Executive Director for Human Resources	Kevin Hauss
• Associate Provost for Strategic Initiatives / Dean of Graduate Studies	Anne Lopes
• Interim Dean of Undergraduate Studies	Allison Pease
• Interim Dean of Research	Anthony Carpi
• Executive Director of Finance and Business Services	Patricia Ketterer
• President of the Faculty Senate	Karen Kaplowitz
• Vice President of the Faculty Senate	Fritz Umbach
• Chair of the Faculty Senate Fiscal Affairs Committee	Warren Benton
• Vice Chair of the Faculty Senate Fiscal Affairs Committee	Janice Dunham
• Chairperson of each academic department	
1. Africana Studies	C. Jama Adams
2. Anthropology	Anthony Marcus
3. Art and Music	Roberto Visani
4. Communication & Theater Arts	Seth Baumrin
5. Counseling	Lynette Cook-Francis
6. Criminal Justice	Evan Mandery
7. Economics	Jay Hamilton
8. English	Valerie Allen
9. Foreign Languages and Literature	Silvia Dapia
10. Health and Physical Education	Davidson Umeh
11. History	Allison Kavey
12. Interdisciplinary Studies Program	Richard Haw
13. Latin American and Latina/o Studies	Lisandro Perez
14. Law, Police Science and CJA	Maki Haberfeld
15. Library	Larry Sullivan
16. Mathematics and Computer Science	Peter Shenkin
17. Philosophy	Jonathan Jacobs
18. Political Science	James Cauthen
19. Psychology	Tom Kucharski

20. Public Management — Warren Benton
21. Sciences — Larry Kobilinsky
22. Security, Fire & Emergency Management — Charles Nemeth
23. SEEK — Nancy Velasquez-Torres
24. Sociology — David Brotherton

- Chairperson of the Higher Education Officers Council, or designee Carina Quintian
- Two (2) higher education officer representative
    1. Sandrine Dikambi
    2. Michael Scaduto
- President of the Student Council or designee Clinton Dyer
- Treasurer of the Student Council or designee Shereef Hassan
- One (1) additional student representative Sabrina De Los Santos
- Two members of the non-instructional staff, as defined in Article XIV, Section 14.1 of the Bylaws of the CUNY Board of Trustees.
    1. Crystal Farmer
    2. Daniel Baez

There shall be a Financial Planning Subcommittee of the Budget and Planning Committee which shall meet on a periodic basis in the development of the College's Annual Financial Plan. The Financial Planning Subcommittee of the Budget and Planning Committee shall consist of the following members:

- Senior Vice President of Finance and Administration (chairperson) — Robert Pignatello
- Provost and Senior Vice President for Academic Affairs — Jane P. Bowers
- President of the Faculty Senate — Karen Kaplowitz
- Chair of the Faculty Senate Fiscal Affairs Committee — Warren Benton
- Vice Chair of the Faculty Senate Fiscal Affairs Committee — Janice Dunham
- Chair of the Council of Chairs — C. Jama Adams
- Vice Chair of the Council of Chairs — Tom Kucharski
- One (1) representative chosen by the Council of Chairs — Jay Hamilton
- Chair of the Higher Education Officers Council — Carina Quintian

The Executive Director of Finance and Business Services, Patricia Ketterer and the Provost's Director for Operations, Kinya Chandler shall staff the subcommittee.

There shall be a Strategic Planning Subcommittee of the Budget and Planning Committee which shall provide guidance to the President on comprehensive and strategic planning including development of major planning documents and accreditation studies, related process and outcome assessment and space planning. The Strategic Planning Subcommittee of the Budget and Planning Committee shall consist of the following members:

- Associate Provost for Institutional Effectiveness (chairperson) — James Llana
- Senior Vice President of Finance and Administration — Robert Pignatello
- Provost and Senior Vice President for Academic Affairs — Jane P. Bowers
- President of the Faculty Senate — Karen Kaplowitz
- Two (2) representatives chosen by the Faculty Senate
    1. Chair of the Faculty Senate Fiscal Affairs Committee — Warren Benton

2. Vice Chair of the Faculty Senate Fiscal Affairs Committee — Janice Dunham

- Chair of the Council of Chairs — C. Jama Adams
- Two (2) representatives chosen by the Council of Chairs
    1. Tom Kucharski
    2. Jay Hamilton
- Chair of the Higher Education Officers Council — Carina Quintian
- One (1) student representative
    1. Shereef Hassan

The Director of Institutional Research, Ricardo M. Anzaldua and the Director of Outcomes Assessment, Virginia Moreno shall staff the subcommittee.

B

Committee on Graduate Studies

There shall be a Committee on Graduate Studies which shall be responsible for establishing general policy for the graduate programs, subject to review by the College Council. It shall have primary responsibility for admission, curriculum, degree requirements, course and standing matters, periodic evaluation of the graduate programs and for other areas of immediate and long-range importance to the quality and growth of graduate study. The committee shall also be responsible for advising on all matters relating to graduate student honors, prizes, scholarships and awards. The Committee on Graduate Studies shall review and approve program bylaws for each graduate program. Such bylaws shall then be submitted to the Executive Committee of the College Council for review and approval. Program bylaws may provide for co-directors after assessing factors such as program size and the interdisciplinary nature of the curriculum. The Committee on Graduate Studies shall consist of the following members:

- Associate Provost for Strategic Initiatives / Dean of Graduate Studies (chairperson) — Anne Lopes
- Dean of Students — Kenneth Holmes
- Vice President for Enrollment Management — Robert Troy
- Chief Librarian — Larry Sullivan
- Graduate Program Directors
    1. Criminal Justice — Avram Bornstein
    2. Digital Forensics and Cybersecurity — Richard Lovely
    3. Forensic Mental Health Counseling — Kevin Nadal
    4. Forensic Psychology — Diana Falkenbach
    5. Forensic Science — Margaret Wallace
    6. International Crime and Justice — Rosemary Barberet
    7. Protection Management — Charles Nemeth
    8. MPA: Public Policy & Administration — Marilyn Rubin
    9. MPA: Inspection & Oversight — Warren Benton
- BA/MA Director — Chitra Raghavan

- Two (2) graduate students
    1. **VACANT**
    2. Taisha Guy

Committee on Student Evaluation of the Faculty

There shall be a Committee on Student Evaluation of the Faculty which shall be responsible for a continuous review of faculty evaluation procedures; review of the design of the survey instrument; recommendations for the terms under which the instrument will be used; and for the development of guidelines which shall be submitted to the College Council for review. The Provost and Senior Vice President for Academic Affairs shall designate staff for the committee. The Committee on Student Evaluation of the Faculty shall consist of the following members:

- Four (4) full-time members of the faculty
    1. Joshua Clegg
    2. Keith Markus
    3. Charles McKenzie
    4. Elizabeth Nisbet
- Two (2) students
    1. Gevorg Margaryan
    2. Tyheem Parrot

The committee shall elect a chairperson from among its faculty members. Members shall serve for a term of two (2) years.

B

Provost Advisory Council

There shall be a Provost Advisory Council which shall provide a formal means for the Provost to consult with faculty leadership on matters of joint concern such as budget, faculty recruitment and development, and personnel policies and practices. The Provost Advisory Council shall consist of the following members:

• Provost and Senior Vice President for Academic Affairs (chairperson)	Jane P. Bowers
• Director of Operations, Office of the Provost	Kinya Chandler
• President of the Faculty Senate	Karen Kaplowitz
• Vice President of the Faculty Senate	Fritz Umbach
• Chairperson of each academic department	
1. Africana Studies	C. Jama Adams
2. Anthropology	Anthony Marcus
3. Art and Music	Roberto Visani
4. Communication & Theater Arts	Seth Baumrin
5. Counseling	Lynette Cook-Francis
6. Criminal Justice	Evan Mandery
7. Economics	Jay Hamilton
8. English	Valerie Allen
9. Foreign Languages and Literature	Silvia Dapia
10. Health and Physical Education	Davidson Umeh
11. History	Allison Kavey
12. Interdisciplinary Studies Program	Richard Haw
13. Latin American & Latino/a Studies	Lisandro Perez
14. Law, Police Science and CJA	Maki Haberfeld
15. Library	Larry Sullivan
16. Mathematics and Computer Science	Peter Shenkin
17. Philosophy	Jonathan Jacobs
18. Political Science	James Cauthen
19. Psychology	Tom Kucharski
20. Public Management	Warren Benton
21. Sciences	Larry Kobilinsky
22. Security, Fire & Emergency Management	Charles Nemeth
23. SEEK	Nancy Velazquez-Torres
24. Sociology	David Brotherton

Council of Undergraduate Program Coordinators

There shall be a Council of Undergraduate Program Coordinators which shall provide a formal means to represent the concerns of those responsible for undergraduate majors and shall provide a formal means for reviewing matters of concern such as program review and revision, staffing, curriculum development and the scheduling of courses. The Council of Undergraduate Program Coordinators shall consist of the following members:

- Interim Dean of Undergraduate Studies (chairperson) — Allison Pease
- Coordinators of Undergraduate Majors

1. Computer Information Systems	Doug Salane
2. Criminal Justice (B.A.)	Evan Mandery
3. Criminal Justice (B.S.)	Serguei Cheloukhine
4. Criminal Justice Management	Salomon Guajardo
5. Criminology	David Green
6. Culture and Deviance Studies	Patricia Tovar
7. Dispute Resolution	Maria Volpe
8. Economics	Cathy Mulder
9. English	Caroline Reitz
10. Fire Science	Marie Maras
11. Fire and Emergency Services	Marie Maras
12. Forensic Psychology	Deryn Strange
13. Forensic Science	Larry Kobilinsky
14. Gender Studies	Katie Gentile
15. Global History	Matthew Perry
16. Humanities and Justice	David Munns
17. International Criminal Justice	Maki Haberfeld (Fall) Klaus Von Lampe (Spring)
18. Law and Society	Maxwell Mak Monica Varsanyi (co-chair)
19. Library	Karen Okamoto
20. Legal Studies	Jack Jacobs (Fall) Daniel Pinello (Spring)
21. Philosophy	Catherine Kemp
22. Police Studies	Jon Shane
23. Political Science	Andrew Sidman
24. Public Administration	Maria D'Agostino
25. Security Management	Robert McCrie

Committee on Honors, Prizes and Awards

There shall be a Committee on Honors, Prizes and Awards which shall make recommendations to the College Council for undergraduate student recipients. The Committee on Honors, Prizes and Awards shall consist of the following members:

- Vice President for Student Affairs (chairperson) — Lynette Cook-Francis
- Dean of Students — Kenneth Holmes
- Director of Student Life — Danielle Officer
- Three (3) full-time members of the faculty
    1. Mangai Natarajan
    2. Sanjair Nair
    3. Charles McKenzie
- Three (3) students who have a minimum cumulative grade point average of 3.0 and who are not seniors
    1. Thamanna Hussain
    2. Sanjida Meem
    3. Vacant

Special Committee of the College Council

Committee on Faculty Elections

There shall be a Committee on Faculty Elections which shall conduct faculty elections. The committee shall be comprised of five (5) full-time members of the faculty, as defined in Article I, Section 3.a.i of the Charter. The Committee on Faculty Elections shall consist of the following members:

1. Schevaletta Alford
2. Katarzyna Celinska
3. Olivera Jokic
4. Samantha Majic
5. Hyunhee Park

College-Wide Grade Appeals Committee

The college-wide grade appeals committee shall comprise five (5) tenured members of the faculty, who shall be nominated by the Faculty Senate and elected by the College Council. No more than one faculty member from any department may concurrently serve on the committee. The committee shall elect a chair from its own membership.

1. Leona Lee
2. Lorraine Moller
3. Anissa Helie
4. Toy-Fung Tung
5. Glenn Corbett

College-Wide Assessment Committee

There shall be a campus-wide committee to coordinate assessment efforts for both student learning and institutional effectiveness, broadly understood. The purpose of assessment is continuous improvement of teaching, student learning, institutional effectiveness, and service to internal and external constituencies. The Committee comprises seven faculty members and three Higher Education Officers. The Director of Assessment is an ex officio member without vote. The Associate Provost for Institutional Effectiveness is the committee chair.

- Political Science (Chair) — Jennifer Rutledge
- Director of Assessment (ex officio) — Virginia Moreno
- Associate Provost for Institutional Effectiveness (ex officio) — James Llana
- Seven (7) Full-time Faculty Members
    1. James De Lorenzo
    2. Elizabeth Jeglic
    3. Marie-Helen Mares
    4. Bonnie Nelson
    5. Belinda Rincon
    6. Denise Thompson
    7. Jennifer Rutledge

- Three(3) Higher Education Officers
    1. Danielle Officer
    2. Kelly Greene
    3. Maureen Coyle

Lynette Cook-Francis
Vice President for Student Affairs

524 West 59th Street Suite L.65
New York City, NY 10019
T. 212.237.8102
F.212.237.8282
lcook-francis@jjay.cuny.edu

C

Memorandum

Date: March 20, 2014

To: Rulisa Galloway- Perry
Secretary to the College Council

From: Lynette Cook-Francis
Vice President for Student Affairs

Re: Graduation Awards

The Committee on Honors, Prizes and Awards met on Thursday, March 13, 2014 for the second time this academic year. With quorum present, the committee recommends the following award recipients:

- Leonard E. Reisman Medal: Joseph DeLuca
- Scholarship & Service Award: Navila Abbas
- Howard Mann Humanitarian Award: Jellisa Grant
- Graduate Student Service Award: Pasang Tsering
- Graduate Veteran Award: Charles Barkley
- Distinguished Service Awards –
  (1) Zeeshan Ali
  (2) Shanna Bell
  (3) Alexis Hiralall
  (4) Emelia Johnson
  (5) Lesly Abreu

D1

JOHN JAY COLLEGE OF CRIMINAL JUSTICE
The City University of New York
Undergraduate Curriculum and Academic Standards Committee

New Course Proposal Form

Date Submitted: February 6, 2014

1. a. **Department(s) or program(s)** proposing this course Anthropology

   b. **Name** and contact information of proposer(s): Anru Lee

   Email address(es) alee@jjay.cuny.edu
   Phone number(s) 212-237-8571

2. a. **Title of the course Anthropology of Work**

b. **Abbreviated title** (not more than 20 characters including spaces to appear on student transcripts and in SIMS) AnthropologyofWork

c. **Level** of this course ____100 Level ____200 Level __X__300 Level ____400 Level

Please provide a brief rationale for why the course is at the level:

This course is set at the 300-level due to the expectations that students engage challenging theory and sophisticated analysis in discussion, assignments, and readings. This course is an elective offered in the Global Cultural Forms and Social Inequalities concentration of the new major in anthropology. The course focuses on the anthropology of the lived experience of labor, reviewing and incorporating social science concepts and analytical tools including "production system," "division of labor," "labor process," "global circulation," and "global network" as these are related to the anthropology of work and labor.

d. **Course prefix** to be used (i.e. ENG, SOC, HIS, etc.): ANT

3. **Rationale** for the course (will be submitted to CUNY in the Chancellor's Report). Why should John Jay College offer this course? (Explain briefly, 1-3 paragraphs.)

As an elective courses offered in the Global Cultural Forms and Social Inequalities concentration of the new major in anthropology, this course focuses on an essential component of the contemporary global political economy that shapes the lives and experiences of people everywhere: the organization of labor, the nature of work and production. Steeped in anthropological literature (classics and contemporary ethnographies), the course engages comparative analysis of work in various historical and cultural contexts.

D1

4. **Course description** as it is to appear in the College Bulletin**. (**Keep in mind that this is for a student audience and so should be clear and informative; please write in complete sentences; we suggest not more than 75 words.)

In this course, students will explore the lived experience of labor from an anthropological perspective and problems entailed in understanding the dynamics of work and labor. Topics include: the increasing variety of labor processes; the impact of organizational change in the workplace on work **experience**; the changing nature of labor markets, cross-culturally; and the difficulties faced by organized labor in the light of the foregoing circumstances. The course explores classical theories of work and labor and case studies drawn from global and local, historical and contemporary, **and advanced capitalist and newly industrialized/industrializing contexts.** It begins and ends with the human factor: What are people's lived experience of labor in different geographic and cultural settings? **In what ways are people the agents of change who have actively transformed the work environments within which they are embedded?**

5. **Course Prerequisites or co-requisites** (Please note: All 200-level courses must have ENG 101 and all 300 & 400-level courses must have ENG 102/201 as prerequisites):
   ENG 201, ANT 101

6. Number of:
   a. Class hours __3___
   b. Lab hours __0___
   c. Credits __3__

7. Has this course been taught on an **experimental basis**?

   __X__ No ____ Yes. If yes, then please provide:

8. **Learning Outcomes** (List three to five only). What will the student know or be able to do by the end of the course? How do the outcomes relate to the program's (major; minor) outcomes?

9.
Learning Outcomes:

1) Students will identify and critically reflect on work and labor as analytic categories of socio-cultural analysis.
2) Students will locate, understand, and critically review theories of work and labor in Anthropology and related disciplines.

D1

3) Students will analyze relevant socio-cultural, historical and contemporary work-related phenomena and lived experiences using given key concepts and case study illustrations.
4) Students will use the professional vocabulary and demonstrate the necessary anthropological grounding in discussion and in writing on concepts, topics and issues related to work and labor.

9. Will this course be part of any **major(s), minor(s) or program(s**)?

_____No ___X__Yes

If yes, Indicate major(s), minor(s), or program(s) and indicate the part, category, etc. (Please be specific)

Proposed Anthropology Major
The course is an elective in the Global Cultural Forms and Social Inequalities Concentration of the new major in Anthropology

10. Will this course be part of JJ's **general education program?** (remember to fill out the CUNY Common Core Form if part of Required or Flexible Core)

No __X___ Yes _____ If yes, please indicate the area:

11 . How will you **assess student learning**?

Student learning will be assessed through article reviews (20% of course grade), exams (30%), ethnographic reports (40%), and class presentation and participation (10%).

Student learning will also be assessed using the departmental outcomes assessment rubrics that will evaluate the effectiveness of course material, including lectures, readings and student written assignments and participation assessments.

12. Did you meet with a librarian to discuss **library resources** for the course?

Yes_X___ No___

- If yes, please state the librarian's name____Ellen Belcher_____
- Are there adequate resources in the library to support students' work in the course Yes___X____ No_____

D1

- Will your students be expected to use any of the following library resources? Check all that apply.

- The library catalog, CUNY+ X
- EBSCOhost Academic Search Complete X
- Electronic encyclopedia collections (e.g. from Gale; Sage; Oxford Uni Press) ____
- LexisNexis Universe ____
- Criminal Justice Abstracts ____
- PsycINFO ____
- Sociological Abstracts X
- JSTOR X
- SCOPUS ____
- Other (please name) **AnthroSource** X & **Wiley Online Library** X
- U.S. Census Tracts_____

13. **Syllabus – See attached**

14. Date of **Department curriculum committee** approval ___May 15, 2012_____

15. **Faculty -** Who will be assigned to teach this course?

    Anru Lee, Avram Bornstein, Anthony Marcus

16. Is this proposed course **similar to or related to** any course, major, or program offered by any **other department(s)**? How does this course **differ**?

    __ No
    _X_Yes. If yes, what course(s), major(s), or program(s) is this course similar or related to? With whom did you meet? Provide a brief description.

In November, 2013, the UCASC subcommittee brought to our attention that this course is somewhat similar to ECO 280 Economics of Labor and may be similar to the Sociology of Work course that will be revived when the new major in Sociology moves forward. Alisse Waterston reached out to Professors Catherine Mulder and Jay Hamilton (Economics) and to Richard Ocejo (Sociology) after revising the course that highlights the emphasis on anthropological approaches to the subjects of work, labor and markets, including its ethnographic and cross-cultural components. These changes are reflected in an updated list of reading requirements for the course. Professors Mulder, Hamilton, and Ocejo agreed that the revised syllabus now complements their courses; the conversation resulted in ideas for new ways professors in Economics, Sociology, and Anthropology may be able collaborate.

17. Did you **consult** with department(s) or program(s) offering similar or related courses or majors?

    _ _ Not applicable
    ____No
    _X__Yes. If yes, give a short summary of the consultation process and results.

D1

Please see Q16 for the consultation process and results.

18. Will any course be **withdrawn**, if this course is approved?

X No

___Yes. If yes, number and name of course(s) to be withdrawn.

19. Approvals:

Anthony Marcus

Chair, Proposer's Department

JOHN JAY COLLEGE OF CRIMINAL JUSTICE
The City University of New York
The Department of Anthropology
524 West 59th Street
New York, NY 10019

Course title and section: ANT 3XX Anthropology of Work
Prof: Anru Lee
Office: L9.63.12NB
Office Hours: TBA
Phone: 212 237-8571
Email: alee@jjay.cuny.edu

Course Description

In this course, students will explore the lived experience of labor from an anthropological perspective and problems entailed in understanding the dynamics of work and labor. Topics include: the increasing variety of labor processes; the impact of organizational change in the workplace on work **experience**; the changing nature of labor markets, cross-culturally; and the difficulties faced by organized labor in the light of the foregoing circumstances. The course explores classical theories of work and labor and case studies drawn from global and local, historical and contemporary, **and advanced capitalist and newly industrialized/industrializing contexts.** It begins and ends with the human factor: What are people's lived experience of labor in different geographic and cultural settings? **In what ways are people the agents of change who have actively transformed the work environments within which they are embedded?**

Learning Objectives of this course are that students gain knowledge of social science concepts and analytical tools including "production system," "division of labor," "labor process," "global circulation," and "global network" as these are related to the anthropology of work and labor. Students will develop skills in comparative analysis, integrating multidisciplinary information and techniques for writing about work in different historical and cultural contexts. Information literacy skills will be enhanced by exploring and using data from a variety of online sources, including the websites of the American Anthropological Association, the Society for the Anthropology of Work, and the International Labour Organization.

D1

Learning Outcomes

1) Students will identify and critically reflect on work and labor as analytic categories of socio-cultural analysis.
2) Students will locate, understand, and critically review theories of work and labor in Anthropology and related disciplines.
3) Students will analyze relevant socio-cultural, historical and contemporary work-related phenomena and lived experiences using given key concepts and case study illustrations.
4) Students will use the professional vocabulary and demonstrate the necessary anthropological grounding in discussion and in writing on concepts, topics and issues related to work and labor.

Course Policies (Attendance/Punctuality/Participation)

1) Students must arrive on time for class, and attend class. Absences will have a very negative impact on final grade. Students may miss up to three classes; upon the fourth absence, the student will be given a grade of F.
2) Each two instances of arriving late for class will count as an absence.
3) In-class exercises cannot be made up outside of class or at a later date for credit.
4) You are expected to be active participants in class discussion, important because it: a) shows your understanding of the concepts and topic; b) helps expand your knowledge of the topic and also helps your classmates better understand the material and to think about topics in different ways; c) builds life skills such as public speaking; and d) helps build your self-confidence.

*** See Appendix for Policies on Classroom Conduct, Plagiarism, Incompletes, Withdrawal Procedure, and Accessibility Students.**

Required Readings

1. Kiran Mirchandani (2012) *Phone Clones: Authenticity Work in the Transnational Service Economy*. Ithaca: Cornell University Press (ILR Press).

2. Carrie Lane (2011) *A Company of One: Insecurity, Independence, and the New World of White-Collar Unemployment*. Ithaca: Cornell University Press (ILR Press).

3. Paul Wills (1981) *Learning to Labor: How Working Class Kids Get Working Class Jobs*. New York: Columbia University Press.

4. June Nash (1979) *We Eat the Mines, and the Mines Eat Us*. New York: Columbia University Press.

5. Other required readings will be posted on eReserves, which is accessed through the John Jay Library home page. Students may access the materials by entering my last name and then clicking on the course number. The password for eReserves will be announced in class.

Course Requirements

10 Article Reviews	20% of final grade (2% each)

D1

Each article review requires critical reflection of key theories and assessment of data.	
2 Exams Each exam will require demonstrated knowledge of language, concepts, topics, and issues in the anthropology of work.	30% of final grade (15% each)
2 Ethnographic Reports Each ethnographic report requires synthesizing theory and date, invoking specific ethnographic examples to illustrate the analytic point.	40% of final grade (20% each)
Class Presentation & Participation Class presentations require demonstrated knowledge of language, concepts, topics, and issues as well as familiarity with the content of the readings	10% of final grade

1. Article Reviews (ARs): Throughout the semester, you will choose ten articles from our required readings to do Article Reviews. Each article review will be worth of 2% of the final grade. Article Reviews are due the day of the reading assignment.

2. Exams: There will be two in-class exams. In each case, I will hand out a study guide a week in advance for your preparation.

EXAM DATES ARE FIRM. Instructor approval is required for all makeup exams that will be permitted only with a doctor's written certification stating the student was too ill to attend school **on the day the exam was given**. Makeup exams must be taken within a week that the exam is given.

3. Ethnographic Reports: There will be two 4 page ethnographic reports. Separate instructions will be given in class.

4. Class participation; in-class presentations.

5. **NO** incompletes are given in this course.

OTHER RESOURCES

The John Jay Writing Center -- The Writing Center, located in Room 01.68 New Building, is a service that provides free tutoring to students of John Jay. The Center has a staff of trained tutors who work with students to help them become more effective writers, from planning and organizing a paper, to writing and then proofreading it. The Writing Center is a valuable resource for any student of writing, and I encourage you to use it. If you are given a Referral form to the Writing Center, you must attend to get further instruction on the specific items addressed on the form. This is not optional.

Internet resources –
Oxford English Dictionary Online (John Jay electronic database)
AnthroSource (John Jay electronic database)

D1

American Anthropological Association (http://www.aaanet.org)
For Anthropology in the News: http://anthropology.tamu.edu/news/

Note: The instructor reserves the right to change the syllabus at her/his discretion.

Week 1: Introduction 1. Paul Wills, Chapter One: "Introduction," 1-8. 2. Carrie Lane, "Introduction: Fortitude, Faith, and the Free Market," 1-14. 3. Kiran Mirchandani, "Introduction: The Authentic Clone," 1-15.
Week 2: Writing about Labor (I) 1. Paul Wills, Part I: Ethnography, 9-116. 2. Carrie Lane, Chapter 3: "The Hardest Job You'll Ever Have." 3. Karla Freeman, "Outsourcing Service and Affective Labor," *Anthropology of Work Review* Vol 34 (2) 2013: 94-99.
Week 3: Writing about Labor (II) 1. Paul Wills, Part II: Analysis, 117-185. 2. Carrie Lane, Chapter 4: "Rituals of Unemployment," 79-102. 3. Kiran Mirchandani, "Authentic Work in the Transnational Service Economy," 133-142.
Week 4: Labor, Labor Process, Labor Markets: Conceptual Views from Anthropology (I) 1. Claude Meillassoux A Marxist Approach to Economic Anthropology. *Economy and Society* Vol 1 (1). 1972: 93-105. 2. David C. Griffith. Nonmarket Labor Processes in an Advanced Capitalist Economy. *American Anthropologist* Vol 89 (4): 838-852).
Week 5: Labor, Labor Process, Labor Markets: Interdisciplinary Conceptual Views (II) 1. Michael Storper and Richard Walker, "Labor – The Politics of Place and Workplace," in Storper and Walker, *The Capitalist Imperative: Territory, Technology, and Industrial Growth*, (Blackwell, 1989), 154-182 2. Manuel Castells, *The Rise of the Network Society*, (Blackwell, 1996), 228-279.
Week 6: Labor, Labor Process, Labor Markets: Interdisciplinary Conceptual Views (III) 1. Diana Farrell, Martha Laboissiere, and Jaeson Rosenfeld, "Sizing the Emerging Global Labor Market," *McKinsey Quarterly*, 3, (2005), 9 pages. http://www.mckinseyquarterly.com/article_print.aspx?L2=7&L3=10&ar=1635 2. Paul Samuelson, "Where Ricardo and Mill Rebut and Confirm Arguments of Mainstream Economists Supporting Globalization," *Journal of Economic Perspectives*, 18:3, (Summer 2004), 135-146.
Week 7: Exam I

D1

<u>Week 8</u>: Global Labor Markets, Processes, and Struggles (I) 1. June Nash, *We Eat the Mines and the Mines Eat Us*, 1-86. 2. Carrie Lane, Chapter 1: "Silicon Prairie," 15-31. 3. Kiran Mirchandani, "Hate Nationalism and the Outsourcing Backlash," 54-71.
<u>Week 9</u>: Global Labor Markets, Processes, and Struggles (II) June Nash, *We Eat the Mines and the Mines Eat Us*, 87-209 **Ethnographic Report I due**
<u>Week 10</u>: Global Labor Markets, Processes, and Struggles (III) June Nash, *We Eat the Mines and the Mines Eat Us*, 210-334.
<u>Week 11</u>: The International Division of Labor and the Exploitation of Women 1. Aihwa Ong (1998) "State versus Islam: Malay families, women's bodies, and the body politic in Malaysia." *American Ethnologist* 17(2): 258-276. 2. Carla Freedman (1993) "Corporate Discipline and Barbados's Off-Shore Pink-Collar Sector." *Cultural Anthropology* 8(2): 169-186. 3. Kiran Mirchandani, "Being Nowhere in the World: Synchronous Work and Gendered Time," 133-142.
<u>Week 12</u>: Gender, Labor, and Identity in the Global Economy 1. Anru Lee (1996) "A Tale of Two Sisters: Gender in Taiwan's Small-Scaled Industry." In Anthony Marcus (ed.) *Anthropology for a Small Planet: Culture and Community in a Global Environment.* St. James, NY: Brandywine Press, 67-79.. 2. Johanna Lessinger (2002) "Work and Love: The Limits of Autonomy for Female Garment Workers in India." *Anthropology of Work Review* 23: 13-18. 3. Carrie Lane, Chapter 5, "Man Enough to Let My Wife Support Me," 103-130.
<u>Week 13</u>: United States Labor Processes and Labor Markets (I) 1. Karen Ho (2009) Anthropology Goes to Wall Street." In *Liquidated: An Ethnography of Wall Street*. Durham: Duke University Press, 1-38. 2. Michael R. Duke, Luke Bergmann and Genevieve Ames (2010) Competition and the Limits of Solidarity among Unionized Construction Workers. *Anthropology of Work Review*. Vol 31 (2): 84-91.
<u>Week 14</u>: United States Labor Processes and Labor Markets (II) 1. Jane L. Collin (2002). Deterritorialization and Workplace Culture. *American Ethnologist* Volume 29 (1): 151-171. 2. Franklin Wilson, Ethnic Niching and Metropolitan Labor Markets," *Social Science Research*, 32:3, (September 2003), 429-466. **Ethnographic Report II due 5/22 (M)**
<u>Week 15</u>: Exam II

D1

Appendix

Classroom Conduct

a. No use of cell phones or other electronic devices in class, unless pre-approved by the instructor. Students are expected to be respectful of each other and the professor during class.
b. It is expected that students will not speak when others are speaking, and that all classroom discussants will be cognizant of the importance of forcefully stating an argument without ever attacking another student personally.
c. Active use of derogatory language will not be tolerated: we may discuss derogatory language, and we may analyze it, but we will not use it to hurt others. Violations of these standards of behavior may lead, in extreme cases, to dismissal from the classroom.

Plagiarism: College Policy on Plagiarism
Plagiarism is the presentation of someone else‘s ideas, words, or artistic, scientific, or technical work as one‘s own creation. Using the ideas or work of another is permissible only when the original author is identified. Paraphrasing and summarizing, as well as direct quotations require citations to the original source.
Plagiarism may be intentional or unintentional. Lack of dishonest intent does not necessarily absolve a student of responsibility for plagiarism.
It is the student‘s responsibility to recognize the difference between statements that are common knowledge (which do not require documentation) and restatements of the ideas of others. Paraphrase, summary, and direct quotation are acceptable forms of restatement, as long as the source is cited.
Students who are unsure how and when to provide documentation are advised to consult with their instructors. The Library has free guides designed to help students with problems of documentation.
(From the John Jay College of Criminal Justice Undergraduate Bulletin, p. 36)

Incompletes

An incomplete will be allowed to students who have passing grades and become seriously ill or suffer tragedies that prevent them from otherwise completing the course. To receive an incomplete, the illness or tragedy must be documented in a written memo. The memo must clearly show that the emergency prevented the student from completing the remainder of the coursework.

Withdrawal Procedure

Ceasing to attend class or verbal notice thereof by you does not constitute official withdrawal. The procedure to officially withdraw from a course may be found on Inside John Jay:
http://inside.jjay.cuny.edu/compendium/index.asp?category=16

Accessibilities Students

If you have a documented disability as described by the Rehabilitation Act of 1973 (P.L. 933-112 Section 504) and Americans with Disabilities Act (ADA) and would like to request academic and/or physical accommodations, please contact The Office of Accessibility Services (212) 237-8185, as soon as possible. Course requirements will not be waived but reasonable accommodations will be provided as appropriate.

D2

JOHN JAY COLLEGE OF CRIMINAL JUSTICE
The City University of New York
Undergraduate Curriculum and Academic Standards Committee

New Course Proposal Form

Date Submitted_Fall, 2012_____
Rev. February 2014

When completed, email the proposal form ***in one file attachment*** for UCASC consideration and scheduling to kkilloran@jjay.cuny.edu .

1. a. **Department(s) or program(s)** proposing this course__Security, Fire & Emergency Management_____

   b. **Name** and contact information of proposer(s)_Robert McCrie_____

   Email address(es__rmccrie@jjay.cuny.edu_____
   Phone number(s)__212-237-8386_____

2. **Title of the course** _Security Management Internship__ _____

   b. **Abbreviated title** (not more than 20 characters including spaces to appear on student transcripts and in SIMS) _Security Mgmt. Intern_____

   c. **Level** of this course ____100 Level ____200 Level __X__300 Level ____400 Level

   Please provide a brief rationale for why the course is at the level:

   Students will benefit most from being at the junior or senior level by having had sufficient academic history with the degree program to adequately benefit from and contribute to the internship. But the junior year potential interns will be grounded in history, theory of crime and loss mitigations, management principles, and workplace expectations. It is for this reason that other internships have been approved at the 300 level in recent years.

   d. **Course prefix** to be used (i.e. ENG, SOC, HIS, etc.): ___SEC_____

3. **Rationale** for the course (will be submitted to CUNY in the Chancellor's Report). Why should John Jay College offer this course? (Explain briefly, 1-3 paragraphs.)

   An internship for the major and at the 300 level has been an important element lacking in the major since its inception in 1986. Students have taken internships successfully in

police science, criminal justice, and other programs. Fortunately, they have been available. But these internship placements have not been directly pertinent to the type of employment and public service desired or anticipated by most students in the major. The City of New York might be called "the capital of security" because of the wide variety of security employment and service options available. Hence, it is an ideal venue for internships to be provided that compliment the objectives of the degree program

4. **Course description** as it is to appear in the College Bulletin**. (**Keep in mind that this is for a student audience and so should be clear and informative; please write in complete sentences; we suggest not more than 75 words.)

   The security management internship will allow students to apply the knowledge and skills learned in the classroom to a workplace experience. Opportunities typically are available in private security guard and investigative businesses, corporate security and loss prevention departments of large enterprises, and crime control units within law enforcement. Interns meet for at least 15 hours of classtime with a faculty member as well as complete at least 96 hours in the field.

   Note: For further details about registering for an internship, consult the Center for Career and Professional Development.

5. **Course Prerequisites or co-requisites** (Please note: All 200-level courses must have ENG 101 and all 300 & 400-level courses must have ENG 102/201 as prerequisites):
   ENG 201, SEC 210, SEC 211

6. Number of:
   a. Class hours __3___
   b. Lab hours __N.A.___
   c. Credits __3___

7. Has this course been taught on an **experimental basis**?

   __X__ No _____ Yes. If yes, then please provide:

   a. Semester(s) and year(s):
   b. Teacher(s):
   c. Enrollment(s):
   d. Prerequisites(s):

8. **Learning Outcomes** (approximately 3-5 or whatever is required for mapping to the Gen Ed outcomes). What will the student know or be able to do by the end of the course? How do the outcomes relate to the program's (major; minor) outcomes?

Students will be able to achieve the following:

1. Describe and analyze the mission, history, and organizational structure of the enterprise where the internship occurs.
2. Apply knowledge and skills learned in the classroom to real-life situations at the placement site.
3. Write an analytical, problem- or opportunity-based project paper dealing with a current management concern faced by the workplace.
4. Understand the way existing programs are managed and new ones are developed and implemented.
5. Apply experiences from the classroom and test them in the workplace environment on issues dealing with ethics, management of change, cost control, and budgeting.

These outcomes will be accomplished through working at the placement site, scheduled meetings with the instructors, course assignments and readings, and completion of the project paper.

9. Will this course be part of any **major(s), minor(s) or program(s**)?

_____No __X___Yes

If yes, Indicate major(s), minor(s), or program(s) and indicate the part, category, etc. (Please be specific)

The Security Management Internship will be required for all security management major in Part Three. Students in the minor can take this course as well.

10a. Will this course be part of JJ's **general education program?** (remember to fill out the CUNY Common Core Form if part of Required or Flexible Core)

No __NO__ Yes _____ If yes, please indicate the area:

Required Core: English Composition _____ Quantitative _____ Natural/Life Sciences _____

Flexible Core:

A. World Cultures and Global Issues	
B. U.S Experience in Its Diversity	
C. Creative Expression	
D. Individual and Society	
E. Scientific World	

D2

College Option:

Justice core 100-level: Justice & the Individual	
Justice core 300-level: Struggle for Justice & Equality in U.S.	
Justice core 300-level: Justice in Global Perspective	
Learning from the Past	
Communication	

10b. Please explain why this course should be part of the selected area.

10c. If yes, frequency and number of sections to be offered for General Education:

Every semester _____ Number of sections: _____
Fall semesters only _____ Number of sections: _____
Spring semesters only _____ Number of sections: _____

11 . How will you **assess student learning**?

The supervising faculty member will schedule five three-hour sessions with the interns spread over the course of the semester. During this time students will evaluate in detail an aspect of their current internship placement that reflects upon their growth and deepening understanding of workplace objectives and dynamics. A project paper (15-18 pages), properly referenced, will be required. Additionally, the workplace supervisor will be asked to provide a candid, confidential appraisal of the student's performance during the course of the internship.

12. Did you meet with a librarian to discuss **library resources** for the course?

Yes__X__ No___

- If yes, please state the librarian's name__Mark Zubarov_____
- Are there adequate resources in the library to support students' work in the course
  Yes__X_____ No_____

D2

- Will your students be expected to use any of the following library resources? Check all that apply.

- The library catalog, CUNY+ __X_
- EBSCOhost Academic Search Complete ____
- Electronic encyclopedia collections (e.g. from Gale; Sage; Oxford Uni Press) ____
- LexisNexis Universe _X___
- Criminal Justice Abstracts ____
- PsycINFO ____
- Sociological Abstracts _X__
- JSTOR _X___
- SCOPUS ____
- Other (please name) _____

13. **Syllabus-Attached**

Attach a sample syllabus for this course, based on the College's model syllabus, found at http://www.jjay.cuny.edu/ModelSyllabus.pdf - See syllabus template available in the Faculty eHandbook at: http://resources.jjay.cuny.edu/ehandbook/planning.php

14. Date of **Department curriculum committee** approval __October 2013

15. **Faculty -** Who will be assigned to teach this course? _Robert McCrie_____

16. Is this proposed course **similar to or related to** any course, major, or program offered by any **other department(s)**? How does this course **differ**?

__X__No
__X__Yes. If yes, what course(s), major(s), or program(s) is this course similar or related to? With whom did you meet? Provide a brief description.

This is similar to other internship courses the college currently offers. However, it is unique in focusing on protection of assets from loss in the public, private, and not-for-profit sector. The internship is required for majors.

17. Did you **consult** with department(s) or program(s) offering similar or related courses or majors?

__X__Not applicable
____No
__X__Yes. If yes, give a short summary of the consultation process and results.

D2

McCrie consulted with Will Simpkins and Theresa Cruz-Paul from the Center for Career and Professional Development about the structure and process for registering and supporting students in the course. Students will register for the course through the Center so their placement hours and supervisor evaluation can be tracked.

18. Will any course be **withdrawn**, if this course is approved?

_X__No
___Yes. If yes, number and name of course(s) to be withdrawn.

19. Approvals:

Charles Nemeth, Chair, Department of Security, Fire and Emergency Management

Name of Chair giving approval, Proposer's Department

Robert McCrie, Deputy Chair

Name of Major or Minor Coordinator giving approval (if necessary)

Name of Chair or Major Coordinator, Affiliated Department giving approval (if necessary)

D2

JOHN JAY COLLEGE OF CRIMINAL JUSTICE
The City University of New York

Security Management Internship

Course title and section: Syllabus for Security Management Internship 3XX

Professor's name: Robert McCrie, PhD, CPP

Office location: 3509.02 North Hall, 445 West 59th Street

Contact hours: Tuesday and Thursday 4PM; Wednesday 3PM or by appointment

Phone: 212-237-8386

E-mail address: rmccrie@jjay.cuny.edu

Course description: This internship brings students in touch with a private, public, or not-for-public organization in a supervised work and learning experience. The student will have opportunities to apply knowledge learned in the classroom with the exigencies of a busy, established, results-oriented organization. The student will meet five times for three hours each with the faculty supervisor. Additionally, the student will report to the workplace on a mutually agreed-to day and time throughout the semester. A weekly journal and an analytical paper encompassing work-related analysis will be required for the semester.

Learning outcomes:

- Able to compare and contrast workplace experience with academic learning.
- Opportunity to strengthen oral and written communication skills.
- Chance to improve listening and interpersonal skills, including team-building.
- Occasions to aid the workplace in participating in an extended meaningful project within the general operations.
- Demonstrate growth to accept directions and meet expectations in an established, structured environment.

Course pre-requisites or co-requisites: ENG 201, SEC 210, SEC 211

Requirements:

You will be required to initially meet with the proposed workplace and sign a contract prior to commencing the internship. It will equally be signed by the workplace internship supervisor and by the faculty supervisor prior to registration. The prospective intern will visit the workplace prior to formalizing the agreement. Similarly, the faculty supervisor will visit the workplace to assure that terms of the internship are met. Interns will meet five times during the semester

with their faculty advisor and other interns. The student will work approximately 96 hours in or for the designated workplace and complete the semester with a PowerPoint class presentation and a term project report.

Required Text and Readings

Robert D. McCrie, *Security Operations Management,* 2nd ed., Boston: Butterworth-Heinemann, 2007 ISBN 13:978-0-7506-7882-7, also available an eBook. The Library also has copies. Call number:HV8290 M39 2007. The other materials will be available on eReserves.

Grading

PowerPoint presentation	10%
Internship supervisor's evaluation	40%
Term project report (Table 1)	50%
	100%

Table 1. Internship Paper Components

Introduction

Brief history and mission of the organization

Organizational ethics and policies

Organizational chart of entire enterprise, if relevant

Organizational chart of office where internship occurs

Overview of services provided at the host organization

Analysis of the organization

What's most important for the financial success of the organization?

How are financial and operational targets being met?

What are the greatest challenges to the workplace?

What plans for changes have been identified as significant or desirable?

Analysis of entry-level positions to the industry

Duties and responsibilities

Required knowledge, skills, and behavioral qualities

Salary range—entry and five years out

Possibilities for advancement

Project Paper to be worked on

Employment and orientation process

Relations with permanent staff

Relations with management

Benefits gained through the internship experience

Evaluation of internship

Most valuable aspects of the experience; least valuable course that the student wished he or she had completed prior to the internship; course most valuable in preparing for the internship; suggested changes in curriculum or activities to strengthen the overall program for future students.

Table 2. Employer's Guidelines for Supervision of Interns

The supervision of an intern provides the workplace with an opportunity to play a significant role in the learning experience of a future security practitioner and organizational manager. At the same time the workplace has available someone with fresh analytical and critical skills with a passion to learn more about the organization and make a meaningful contribution to it in the time available. You, the supervisor, provide an important link between the student, your organization, and the College. At a minimum, the supervisor at the employing organization should assume responsibility for completing the following:

- Define the role of the intern and communicate it to the intern and co-workers
- Provide the intern with an appropriate orientation to the organization, the work to be undertaken, and policies and procedures. The orientation can include history, ethics, mission, organization, overview of services, and office etiquette and attire
- Understand the minimum hours and availability of the intern. These will be 96 hours over approximately 14 weeks. On four Fridays (if that's the day the intern is scheduled to work), the intern will be at John Jay for the mornings to communicate with his or her faculty advisor
- Provide meaningful and challenging work experiences relating to the intern's academic and career goals and doing so with adequate supervision and resources

- Schedule work activities so that the intern may gain a broad exposure to the activities of the workplace, while becoming more proficient at a particular task
- Schedule periodic face-to-face meetings with the intern to provide feedback on his or her performance
- Notify the faculty advisor immediately if any problems with the intern arise or if the supervisor has suggestions for improving the internship itself
- Be willing to provide an exit interview and also forward the Supervisor's Evaluation Form with the intern. The form is to be sent to the faculty advisor in the pre-addressed envelope to be provided

Course Calendar and Outline of Tasks

Week	**Assigned Readings**	**Topics and Tasks**
1	1	At John Jay. Orientation. History of security and the security industry. Review of expectations of the intern and supervisor. (3 hours in class; 4 hours internship) Reading: Veruki, *The 250 Job Interview Questions You'll Most Likely Be Asked*.
2	2	On internship (8 hours). Reading: McCrie, "Security Operations in the Management Environment."
3	3	On internship (8 hours). Reading: McCrie, "Core Competency to Initiate Effective Protection Programs."
4	4	At John Jay. Share experiences. (3 hours in class; 4 hours on internship). Reading: McCrie, "Staffing to Meet Protective Goals."
5	5	On internship (8 hours). Reading: McCrie, "Training and Development for High Performance."
6	6	On internship (8 hours). Reading; McCrie, "Supporting and Motivating Supervisors and Staff."
7	7	At John Jay. Discuss progress. Submit partial draft of project paper. (3 hours in class; 4 hours on internship). Reading: McCrie, "Appraising and Promoting People in Security Programs"; DeMey, *25 Essential Lessons for*

D2

		Employee Management.
8	8	On internship (8 hours). Reading: McCrie, “Discipline and Discharge.”
9	9	On internship (8 hours). Lawton, “Identifying Executive Potential”
10	10	On internship (8 hours). Reading: McCrie, “Accounting Controls and Budgeting.”
11	11	At John Jay. Submit draft of project paper (3 hours in class; 4 hours on internship). Reading, McCrie, “Operating Personnel-Intensive Programs.”
12	12	On internship (8 hours). Reading, McCrie: “Operating Physical- and Technology-Centered Programs.”
13	13	On internship (8 hours). Reading, McCrie, “Leadership for Optimal Security Operations.”
14	14	On internship (8 hours). Final day at workplace.
15		At John Jay. PowerPoint presentation of paper; submission of project paper. Oral discussion of the internship experience and process (3 hours).

Readings

1. Peter Veruki, *The 250 Job Interview Questions You'll Most likely Be Asked*, Holbrook, MA: Adams Media, 1999, passim.
2. Robert McCrie, *Security Operations Management*, 2nd. Boston: Butterworth-Heinemann, 2007, pp. 3-28.
3. Ibid., pp. 29-55.
4. Ibid., pp. 57-93.
5. Ibid., pp. 95-120.
6. Ibid., pp. 121-153.
7. Ibid., pp. 155-185; Dennis L. DeMey, *25 Essential Lessons for Employee Management*, Tempe, AZ: Facts on Demand Press, 2001, pp. 57-98.
8. McCrie, 189-216.
9. Esther C. Lawton, “Identifying Executive Potential: Methods of Testing and Assessing,” in *Management Development and Training Handbook*. New York: McGraw-Hill, 1975, p. 40-62.

D2

10. McCrie, pp. 217-248.
11. Ibid., pp. 249-284.
12. Ibid., pp. 285-318.
13. Ibid., pp. 319-356.

College wide policies for undergraduate courses *(*see the *Undergraduate Bulletin*, Chapter IV Academic Standards)

A. **Incomplete Grade Policy**. Interns are expected to submit their complete project paper at the last meeting of the course. Extensions are discouraged.

B. **Extra Work During the Semester**. No extra assignments are provided.

C. **Americans with Disabilities Act (ADA) Policies**

Qualified students with disabilities will be provided reasonable academic accommodations if determined eligible by the Office of Accessibility Services (OAS). Prior to granting disability accommodations in this course, the instructor must receive written verification of a student's eligibility from the OAS which is located at L66 in the new building (212-237-8031). It is the student's responsibility to initiate contact with the office and to follow the established procedures for having the accommodation notice sent to the instructor.

Source: *Reasonable Accommodations: A Faculty Guide to Teaching College Students with Disabilities*, 4th ed., City University of New York, p.3. (http://www.jjay.cuny.edu/studentlife/Reasonable_Accommodations.pdf)

Statement of the College Policy on Plagiarism

Plagiarism is the presentation of someone else's ideas, words, or artistic, scientific, or technical work as one's own creation. Using the ideas or work of another is permissible only when the original author is identified. Paraphrasing and summarizing, as well as direct quotations require citations to the original source.

Plagiarism may be intentional or unintentional. Lack of dishonest intent does not necessarily absolve a student of responsibility for plagiarism.

It is the student's responsibility to recognize the difference between statements that are common knowledge (which do not require documentation) and restatements of the ideas of others. Paraphrase, summary, and direct quotation are acceptable forms of restatement, as long as the source is cited.

Students who are unsure how and when to provide documentation are advised to consult with their instructors. The Library has free guides designed to help students with problems of documentation. *(John Jay College of Criminal Justice Undergraduate Bulletin*, http://www.jjay.cuny.edu/academics/654.php , see Chapter IV Academic Standards)

D3

JOHN JAY COLLEGE OF CRIMINAL JUSTICE
The City University of New York
Undergraduate Curriculum and Academic Standards Committee

New Course Proposal Form

Date Submitted: March 1, 2013

a. **Department(s) or program(s)** proposing this course

ENGLISH

b. **Name** and contact information of proposer(s)

PROFESSOR DAINIUS REMEZA

Email address: dremeza@jjay.cuny.edu

Phone number: (917)306-2319

a. Title of the course:
Advanced Legal Writing: Advocacy and Oral Argument

b. **Abbreviated title** (not more than 20 characters including spaces to appear on student transcripts and in SIMS)
Legal Writing II

c. **Level** of this course: ___100 Level ___200 Level __X__300 Level ___400 Level

Please provide a brief rationale for why the course is at the level:

This course represents a progression from the material covered in English 250 (Writing for Legal Studies) and provides those students who have a deeper interest in the material to expand their knowledge and skills beyond the inherent limitations of a stand-alone, catch-all course. Students who successfully completed English 250 will further prepare themselves for the advanced literacy aptitudes expected at law school and in careers that require polished analytical and rhetorical abilities. Such a 200/300 progression should help recruit more high-performing, legally-inclined students for the English major.

Students who enroll in this course must have earned at least a B+ in English 250.

d. **Course prefix** to be used (i.e. ENG, SOC, HIS, etc.): ENG

D3

Rationale for the course (will be submitted to CUNY in the Chancellor's Report). Why should John Jay College offer this course? (Explain briefly, 1-3 paragraphs.)

Currently, John Jay offers only one undergraduate legal writing course, English 250: "Writing for Legal Studies." While this preliminary course provides an introduction to legal literacy and writing, it cannot fully prepare students for the rigorous rhetorical and communicative requirements of law school, paralegal work and other law-related fields. The specialized rhetorical approaches, research techniques, and analytical strategies practiced and applied in this 250/350 progression will enable students to develop valuable skills for public administration or law enforcement careers. Furthermore, the English 350 course will emphasize a critical analysis of jurisprudential reasoning and of the inherent moral and conceptual contradictions in the law, objectives that are beyond the scope of English 250. For those students who continue on to law school, this 250/350 progression will teach them the advanced forms of argument, habits of mind, and characteristic tasks expected within that culture that will allow our graduates to succeed as law students.

A robust, innovative undergraduate legal writing program will reinforce and broaden the justice-centered mission of our college. As we redefine and refine our place in the CUNY system, growing the legal writing program can help us recruit and serve talented students who hope to use their education to become advocates for causes dear to them. Our curriculum should encourage students to stretch their abilities, not limit their growth to a single legal writing course. The introductory 250 course develops the requisite habits for effective, objective legal argument – attention to detail, rigorous logical method, rhetorical flexibility, grammatical precision – while the advanced 350 course will apply critical legal thinking to more sophisticated material with a focus on persuasive legal argument.

Course description as it is to appear in the College Bulletin**. (**Keep in mind that this is for a student audience and so should be clear and informative; please write in complete sentences; we suggest not more than 75 words.)

This advanced legal writing course builds on the analytical and rhetorical skills learned in English 250 and focuses on the forms of persuasive argument. Students will apply the rule-, analogy-, and policy-based legal reasoning skills acquired in English 250 to analyze, critique and argue within and against the inherent moral and conceptual contradictions in the law. Students will learn and practice the organizational skills, analytical methods, rhetorical conventions, and persuasive strategies that determine effective advocacy.

Course Prerequisites or co-requisites (Please note: All 200-level courses must have ENG 101 and all 300 & 400-level courses must have ENG 102/201 as prerequisites):

ENGLISH 201 and ENGLISH 250 (with a minimum of a B+ in ENG 250)
o**r** permission of the instructor.

Number of:
Class hours __3___
Lab hours _____
Credits __3___

D3

Has this course been taught on an **experimental basis**?

__X__ No ____ Yes. If yes, then please provide:

8. **Learning Outcomes** (approximately 3-5 or whatever is required for mapping to the Gen Ed outcomes). What will the student know or be able to do by the end of the course? How do the outcomes relate to the program's (major; minor) outcomes?

Students will:

• craft written and script oral arguments with appropriate tone, word-choice, punctuation and narrative technique
• analyze and critique jurisprudential reasoning and apply this analytical and critical methodology in their research and argument drafting
• use the format, rhetorical expectations and structure of various legal genres (client memo, pre-trial brief, etc.)
• control language and linguistic structures for audience, scope, purpose and tone
• practice their public speaking and learn to independently recognize advocacy strategies most appropriate to the particular problem

9. Will this course be part of any **major(s), minor(s) or program(s**)?

_____No ____X_Yes

If yes, Indicate major(s), minor(s), or program(s) and indicate the part, category, etc. (Please be specific)

English Major (elective), English Minor, Writing Minor

10a. Will this course be part of JJ's **general education program?** (remember to fill out the CUNY Common Core Form if part of Required or Flexible Core)

No __X___ Yes _____ If yes, please indicate the area:

11 . How will you **assess student learning**?

Assessment will be based on the quality of student participation, consistency and quality of submitted homework, quality of longer written work (memo, two briefs, final exam), quality of oral argument (both in daily class setting and during 2 moot court appearances). The grading rubric is defined with detail in the attached syllabus.

D3

12. Did you meet with a librarian to discuss **library resources** for the course?

Yes__X__ No___

If yes, please state the librarian's name____Marta Bladek_____
Are there adequate resources in the library to support students' work in the course
Yes___X____ No_____

Will your students be expected to use any of the following library resources? Check all that apply.

The library catalog, CUNY+ __X__
EBSCOhost Academic Search Complete ____
Electronic encyclopedia collections (e.g. from Gale; Sage; Oxford Uni Press) ____
LexisNexis Universe __X__
Criminal Justice Abstracts ____
PsycINFO ____
Sociological Abstracts ____
JSTOR ____
SCOPUS ____
Other (please name) __X__While LexisNexis may be used at some point, this course will emphasize how to use research persuasively rather than teach how to research/locate the law in the library or online (which is better left to a law school legal writing and research course).

Please consult the Reserves page for information on how to place readings on print or electronic reserve: http://www.lib.jjay.cuny.edu/resources-for/faculty/reserves

Please see the library's book holdings (as of April 2013) on the topic of legal composition:

In addition, legal source materials can be located through our databases (collected under the subject of Law: http://www.lib.jjay.cuny.edu/databases/law.

The library has also put together legal research guides that may be of interest to students in this course:
Finding legal information: http://guides.lib.jjay.cuny.edu/basic_legal_info
Legal Research: http://www.lib.jjay.cuny.edu/research/legalresearch_2003.pdf

13. **Syllabus is attached to this document.**

14. Date of **Department curriculum committee** approval _____09-16-13_____

15. **Faculty -** Who will be assigned to teach this course?
Professor Dainius Remeza, English

D3

Professor Andy Majeske, English
Professor John Matteson, English

16. Is this proposed course **similar to or related to** any course, major, or program offered by any **other department(s)**? How does this course **differ**?

_X__No
____Yes. If yes, what course(s), major(s), or program(s) is this course similar or related to? With whom did you meet? Provide a brief description.

This course recognizes the critical role writing plays in law school success and teaches persuasive argument crafting from a rhetorical perspective that draws upon the unique strengths of the English Department and the Writing Program.

17. Did you **consult** with department(s) or program(s) offering similar or related courses or majors?

__X__Not applicable
____No
____Yes. If yes, give a short summary of the consultation process and results.

18. Will any course be **withdrawn**, if this course is approved?

__X_No
___Yes. If yes, number and name of course(s) to be withdrawn.

19. Approvals:

Name of Chair giving approval, Proposer's Department

____Valerie Allen_____
Name of Major or Minor Coordinator giving approval (if necessary)

D3

John Jay College of Criminal Justice, CUNY
524 W 59th Street
New York, NY 10019

Advanced Legal Writing: Advocacy and Oral Argument (English 350)

Professor: Remeza

Semester: Fall 2013

Course Code: Eng 350

Classroom: NB 1.125

Class time: T/TH 9:25-10:40

Office: My office is on the 7th floor of the New Building, Room 7.63.28.

Office Hours: T/TH 2:30 - 4:00. You can also make an appointment to see me.

Professor's e-mail: dremeza@jjay.cuny.edu

Course Description: This advanced legal writing course builds on the analytical and rhetorical skills learned in English 250 and focuses on the forms of persuasive argument law schools will expect students to perform. In addition to refining skills in rule-, analogy-, and policy-based legal reasoning, students will learn and practice the organizational skills, analytical methods, rhetorical conventions, and persuasive strategies that determine effective advocacy. Since this is a demanding course designed to ensure that John Jay undergraduates position themselves to excel at law school, admission is limited to students with a demonstrated proficiency (B+ or higher) in English 250.

Learning Objectives:

Students learn to:

• craft written and script oral arguments with appropriate tone, word-choice, punctuation and narrative technique
• analyze and critique jurisprudential reasoning and apply this analytical and critical methodology in their research and argument drafting
• use the format, rhetorical expectations and structure of various legal genres (client memo, pre-trial brief, etc.)
• control language and linguistic structures for audience, scope, purpose and tone
• practice their public speaking and learn to independently recognize advocacy strategies most appropriate to the particular problem

Course Prerequisites: English 201 and English 250 (minimum of B+ in ENG 250)

D3

The Writing Center: The Writing Center, located in NB 1.68, is a service that provides free tutoring to students of John Jay. The Center has a staff of trained tutors who work with students to help them become more effective writers, from planning and organizing a paper, to writing and then proofreading it. The Writing Center is a valuable resource for any student of writing, and I encourage you to use it. If you are given a Referral form to the Writing Center, you must attend to get further instruction on the specific items addressed on the form. This is not optional.

Plagiarism: Plagiarism and cheating are violations of CUNY's policy on academic integrity. By registering in this course, you are promising to abide by all the requirements stated in this policy. Students in breach of this policy are liable to severe penalty, including disciplinary action. See also pp. 44-5 of the JJC Undergraduate Bulletin for further explanation.

Textbooks: Two required textbooks; other materials will be provided in handout form, online through Blackboard, or reserved in the library.

(1) A Practical Guide to Legal Writing and Legal Method, Fourth Edition
Authors: Dernbach, Singleton, Wharton, Ruthenberg, Wasson
ISBN: 073559189X
Publisher: Aspen

(2) Introduction to Advocacy: Research, Writing and Argument
Prepared by Board of Student Advisors, Harvard Law School
ISBN: 1-56662-351-0
Foundation Press

Grading: Your grade for this class will be based on the following formula:
15% - attendance, readiness (have you completed the homework), informed participation
10% - memorandum
15% - brief #1
15% - brief #2
10% - presentation at moot court #1
10% - presentation at moot court #2
10% - final exam: in-class written brief
15% - other, miscellaneous low-stakes written assignments (aside from the written assignments explicitly mentioned above)

Policy on Attendance and Participation: Students are expected to attend every class. The course builds upon sequenced assignments and consistent attendance is essential. Two (2) unexcused absences are allowed; any additional absences will adversely affect your grade. If you have problems, come see me.

D3

Weekly Lesson Plan

*reading assignments identified as "ITA" refer to the "Introduction to Advocacy" text listed above

Week 1: Introduction, Overview, Review

Class 1
-Introduction to the course
-Review of analytical principles from English 250
    -identifying the key components of a case
    -identifying the issue(s)
    -identifying and understanding the rule(s)
    -identifying the key facts that determined the holding

Homework:
-Read "Briefing and the Casebook Method" (handout, p.1-8)
-Brief the assigned cases

Class 2
-Review of case briefs
-Framing analysis using legal precedent

Homework:
-Handout: "Analogizing Your Case to Precedent" (p.2-9); correcting poor analogies; making analogies explicit; comparing facts to facts and policy to policy; explaining why your argument is even stronger for the desired result than the precedent argument
-Read Garner, “Choosing Your Words”, p. 34-48 (Garner, Bryan A. Legal writing in plain English : a text with exercises / Bryan A. Garner. Chicago : University of Chicago Press, 2001. John Jay College Reference Law KF250 .G373 2001 Non Circulating)

Week 2: Writing Objectively and Accurately

Class 1
-Accurately assessing the strengths and weaknesses of a case
-Accurately interpreting and describing the public policy considerations in a decision

Homework:
-Read Dernbach, Chapter 10 "Describing the Law" (p. 121-132)
-Assess and describe the public policy considerations in the assigned cases, then explain how these policies might be implemented in the hypothetical cases. Write your answers directly on the handout.

Class 2
-Objective vs. persuasive legal writing
    -audience, tone, purpose
-Structure of a legal research memorandum

Homework:
-Read ITA, Chapter 3: "Writing a Legal Research Memorandum" (p. 21-32)
-Using *Western Union Telegraph v. Hill* as precedent, draft a detailed outline of the strengths and weaknesses of our client's case; make sure to include policy considerations where appropriate – and how might policy/fairness considerations vary from a 1865 Alabama decision?

Week 3: Drafting and Revising a Legal Research Memorandum

Class 1
-Distinguishing between material and immaterial facts
-Creating a logical flow to your analysis
-Defining the scope of your analysis
-How to cite cases

Homework:
-Read Dernbach, Chapter 9, "Organization" (p. 107-120)
-First draft of memo due next class

Class 2
-Review of memo first drafts
-Writing process, outlining, IRAC
-Using format to focus your analysis: questions presented, brief answers, discussion, conclusion

Homework:
-Read Dernbach, Chapter 16, "The Discussion" (p.192-196)
- Read Garner, “Principles Mainly for Analytical and Persuasive Writing”, (p. 53-89) (Garner, Bryan A. Legal writing in plain English : a text with exercises / Bryan A. Garner. Chicago : University of Chicago Press, 2001. John Jay College Reference Law KF250 .G373 2001 Non Circulating)
-Revise memo

Week 4: Metacognitive Legal Analysis; Making Sure We Know Why We Do What We Do

Class 1

-Is there such a thing as moral objectivity? If the law presumes free choice, is this accurate? Does the law actually do what it claims to do?

-tensions between rules and standards
    -ex.: the contract formed under “duress”
        -fairness and how we legally define terms
-Rule-based reasoning
-Analogy-based reasoning
-Policy-based reasoning

Homework:
-For each exercise in the handout, explain how the three forms of reasoning mentioned above would be applied by a court. Are these outcomes consistent? Are they fair? Do your answers vary? Even if not, could you see how your answers might vary? How do we resolve these inconsistencies?
-Read ITA, Chapter 1, "Interpreting Facts and Developing Core Theory" (p. 3-12)

Class 2
-Developing a core theory of a case: discussion with an in-class guest, a partner from a New York firm who specializes in white-collar litigation

Homework:
-Read through the provided case materials (p.1-29). This will take quite a bit of time, so make sure you spread the work out over several days.
-Outline a core theory of the case, citing the relevant rules, facts, opposing arguments, and narrow the issues for appeal. This should be typed.

Week 5: Core Theory and Discovery

Class 1
-Purpose of a brief
-Similarities/differences between memorandum and brief
-Discussing, comparing, and refining core theories in our litigation groups
-Identifying case weaknesses, anticipating and addressing counter-arguments
-Identifying case strengths, deciding what arguments to include & the order of the argument

Homework:
-Read Dernbach, Chapter 19, "Elements of a Brief" (p.215-225)
-Type up your questions for the discovery workshop

Class 2
-Discovery workshop

Homework:
-In a 3 page memo, explain what you learned during discovery and how you plan to use this knowledge in your argument
-Read Dernbach, Chapter 23, "Briefs to a Trial Court" (p.272-287)
-Look over Appendix C in Dernbach, "Plaintiff's Brief to the Trial Court" (317-323)

D3

Week 6: Pre-Trial Preparations

Class 1
-IRAC/CREAC
-Review of:
    -Rule-based reasoning
    -Analogy-based reasoning
    -Policy-based reasoning
    -Argument strategy, prioritizing, anticipating opposing counsel

Homework:
-Read ITA, Chapter 4, "Writing a Brief" (p.33-46)
-Draft "Questions Presented" for your brief

Class 2
-Structure of the argument in a brief
-Advocacy exercises
-Choosing what cases to use
-Synthesizing cases
-Choosing persuasive facts
-Creating a case theme

Homework:
-Read Dernbach, Chapter 22, "Statement of Facts for a Brief" (p.259-272)
-Draft "Statement of Facts" for your brief

Week 7: The Argument

Class 1
-Argument headings
-Organization and structure of arguments
-Substance of the argument

Homework:
-Read Dernbach, Chapter 20, "The Argument" (p.225-250)
-Draft "The Argument" for your brief

Class 2
-Contrary authority
-Rebuttal and preemption of arguments
-Arguing in the alternative

Homework:

D3

-Read Putnam, Chapter 13, “Counteranalysis” (p.390-413) (Putman, William H. Legal research, analysis, and writing / William H. Putman. Clifton Park, NY : Thomson/Delmar Learning, c2004. John Jay College Reference Law KF240 .P885 2004 Non Circulating)

Week 8: Preparing For Oral Argument

Class 1
-Using a core theory
-Ranking arguments by importance
-Strategy and style
-Basic structure of oral argument
    -the opening statement
    -concise outline of legal arguments
    -blending fact and law

Homework:
-Review your case and try to anticipate the types of questions judges might ask: questions seeking information about the facts? Policy considerations? Interpretations of law? Type up a list of these questions, then practice answering them.
-Read Ray/Ramsfield, p. 24, 56, 62-63, 92-93, 174-76, 184-88, 289-90, 358-60, 364 (Ray, Mary Barnard. Legal writing--getting it right and getting it written / Mary Barnard Ray, Jill J. Ramsfield. St. Paul, MN : Thomson/West, c2005. John Jay College Reference Law KF250 .R39 2005 Non Circulating)

Class 2
-Presenting Oral Argument
    -Effective delivery
    -Finding a voice
    -Attitude toward the court
    -Handling incorrect citations and misrepresentations by opposing counsel

Homework:
-Read Dernbach, Chapter 14, "Revising and Editing" (p.174-187)
-Revise your brief, then practice your oral argument. Bring your final brief with you to court next week.

Week 9: Moot Court

After moot court, the final four weeks of the semester will involve a new case for which you will practice all the skills you have learned over the semester, culminating in a second brief and oral arguments before the court.

D3

Week 10: Review, Refresh and Reboot

Class 1
-Review of briefs and moot court performance
-Comparing brief writing and oral advocacy
-Overview of materials for case #2

Homework:
-Read the case materials (Handout, p. 1-17)

Class 2
-Questions about the case materials
-Drafting preliminary core theories
-Discussing preliminary strategies

Homework:
-Draft "Questions Presented" and "Statement of Facts" for your brief
-Look over ITA, Appendix E, "Sample Briefs: *Bell-Wesley v. O'Toole*"

Week 11: Developing the Argument

Class 1
-Refining the message based on audience
-Key points checklist
-Clarity; omitting needless arguments
-Meaningful emphasis through word choice and argument ordering

Homework:
-Read Haigh, "What to Avoid in Legal Writing" (p.41-46) (Haigh, Rupert. Legal English [electronic resource] / Rupert Haigh. Milton Park, Abingdon, Oxon ; New York : Routledge-Cavendish, 2009. John Jay College netLibrary Collection Access for John Jay users eBook)
-Draft "The Argument" and "Conclusion" for your brief

Class 2
-Revision Workshop

Homework:
Based on the feedback from the workshop, revise your brief

Week 12: Negotiation & Preparing for Trial

Class 1
-Negotiation Workshop
-in class, you will meet with your counterparts and attempt to settle parts of your

case prior to trial

Homework:
-Write a three-page memorandum to the court explaining the scope of the settlement you and your counterpart agreed upon, why it is consistent with legal precedent and policy, and why the court need not explore this issue at trial

Class 2
-Pre-Trial Motions
-In class, each party will be able to argue for the dismissal of certain claims and the exclusion of certain defenses, thereby limiting the scope of arguments at trial

Homework:
-Read Haigh, "Making a Presentation" (p. 133-140) (Haigh, Rupert. Legal English [electronic resource] / Rupert Haigh. Milton Park, Abingdon, Oxon ; New York : Routledge-Cavendish, 2009. John Jay College netLibrary Collection Access for John Jay users eBook)
-Practice your oral argument, anticipate the questions the judge may ask, and the arguments your opposing counsel will make

Week 13: Moot Court

Week 14: Moot Court and Review

Class 1
-Review of briefs and moot court performance
-Strategies for revising briefs

Homework:
-Revise briefs to submit for next class

Class 2
-Final draft of briefs collected
-Review for final exam

FINAL EXAM

-We will meet in the usual classroom during the assigned final exam period. You will have two hours to write a brief to a trial court, employing all the skills and rhetorical techniques you learned during the semester.

D4

Proposal to Update the Electives in the Minor and BA in Humanities and Justice

The Humanities and Justice (HJS) curriculum committee and the HJS Coordinator, Prof David Munns, are submitting this proposal to update the elective area of the major and minor.

Proposed Changes: The course list for the elective areas in the major and minor is being refreshed to reflect the recent additions to John Jay's curriculum.

Rationale: Humanities and Justice, the oldest humanities major at John Jay, is an interdisciplinary major where--in addition to a set of core classes--majors take 6 classes across the humanities disciplines: two classes at 200-level and four at 300-level. The list of approved classes has been growing and changing over the last several years, and it is time for some housekeeping. This action was identified after the major's program evaluation process last year.

These courses being added to both the major and minor:

HIS 240 Historiography
HIS 256 History of Muslim Societies
HIS264 History of China to 1650
HIS 270 Marriage in Medieval Europe
HIS 274 History of China to Present
HIS323 History of Lynching and Collective Violence
HIS 340 Modern Military History
HIS 364/GEN 364 The History of Gender and Sexuality: Prehistory to 1650
HIS 374 Premodern Punishment: Crime and Punishment before 1700
HIS 375 Female Felons in the Premodern World
HJS 380 Special Topics in Humanities and Justice
ISP 273: The Stories We Tell
ISP 321: Moral, Legal and Ethical Dilemmas that Shape the USA
ISP 322: Making Waves: Troublemakers, Gadflies and Whistleblowers
ISP 335: Violence in the Pursuit of Justice
LIT 265 Foundations of U.S. Latino/a Literature
LIT 300 Text and Context
LIT 326 Crime, Punishment and Justice in U.S. Literature
LLS322: Latino/s Struggles for Civil Rights and Social Justice
SPA 308: The Theme of Justice in Spanish Literature
SPA 335 The Theme of Justice in Latin American Literature and Film

D4

HUMANITIES AND JUSTICE MAJOR – with Changes

(Bachelor of Arts)

The Humanities and Justice major offers students the opportunity to explore fundamental questions about justice from a humanistic, interdisciplinary perspective. Rooted in history, literature and philosophy, Humanities and Justice prepares students for basic inquiry and advanced research into issues of justice that lie behind social policy and criminal justice as well as broader problems of social morality and equity. Its courses are designed to help students develop the skills of careful reading, critical thinking and clear writing that are necessary for the pursuit of any professional career. This major provides an excellent preparation for law school and other professional programs, for graduate school in the humanities, and for careers in law, education, public policy and criminal justice.

The Humanities and Justice curriculum involves a sequence of five interdisciplinary core courses in Humanities and Justice (designated with the HJS prefix); six courses from a list of humanities courses ~~in history, literature, or philosophy (HIS, LIT, PHI)~~, and a choice of one of two courses on theory.

Credits required. 36

Prerequisites. ENG 201, one of the general education courses in literature, history, or philosophy; one of the general education courses in the social sciences, and upper-sophomore class standing.

Please note: GOV 101 or POL 101 is a prerequisite for POL 375 and LAW 203 or POL 301 is a prerequisite for LAW 301. Part III of the major requires either POL 375 (or GOV 375) or LAW 301.

Coordinator. Professor David Munns, Department of History **(646.557.5596, dmunns@jjay.cuny.edu)**. Students must review their course of study with major faculty.

Additional Information. Students who enrolled for the first time at the College or changed to this major in September 2014 ~~2008~~ or thereafter must complete the major in the form presented here. Students who enrolled prior to that date may choose the form shown here or the earlier version of the major. A copy of the earlier version may be obtained from the Undergraduate Bulletin on the College website at: http://www.jjay.cuny.edu/academics/654.php.

Senior-level requirement. Students must complete HJS 410 Problems and Theory: Thesis Prospectus and HJS 415 Thesis in Humanities and Justice Studies.

Credits

PART ONE. FOUNDATIONS — Subtotal: 9

Required

HJS 250 Justice in the Western Traditions
HJS 310 Comparative Perspectives on Justice
HJS 315 Research Methods in Humanities and Justice Studies

PART TWO. ~~THE DISCIPLINARY COMPONENT~~ HUMANITIES AND JUSTICE ELECTIVES: — Subtotal: 18

~~History and/or Literature and/or Philosophy~~ ***(Complete six courses)***

Students take six advanced elective courses in one or more of the humanities disciplines in order to explore how the fundamental assumptions, methods and general subject matter of these disciplines relate

to issues of justice. These courses will be chosen by the student with faculty advisement, from the following list ~~or from a designated list of other humanities courses being taught in any particular semester~~. Permission by the Humanities and Justice Coordinator is required for any course not listed below ~~in Categories A, B, or C~~ to count toward the major. A **minimum of 12 credits must be taken at the 300-level or above**.

HIS 217 History of New York City
HIS 219 Violence and Social Change in America
HIS 224 A History of Crime in New York City
HIS 240 Historiography
HIS 252 Warfare in the Ancient Near East and Egypt
HIS 254 History of Ancient Greece and Rome
HIS 256 History of Muslim Societies and Communities
HIS 260/LLS 260 History of Contemporary Cuba
HIS 264 China to 1650
HIS 265/LLS 265 Class, Race, and Family in Latin American History
HIS 270 Marriage in Medieval Europe
HIS 274 China: 1650 to Present
HIS 277 American Legal History
HIS 282 ~~**290**~~ Selected Topics in History*
HIS 320 The History of Crime and Punishment in the United States
HIS 323 History of Lynching and Collective Violence
HIS 325 Criminal Justice in European Society, 1750 to the Present
HIS 340 Modern Military History
HIS 354 Law and Society in Ancient Athens and Rome
HIS/GEN 364 History of Gender and Sexuality: Prehistory to 1650
HIS 374 Premodern Punishment: Crime and Punishment before 1700
HIS 375 Female Felons in the Premodern World
HIS 381 Social History of Catholicism in the Modern World
HIS 383 History of Terrorism
ISP 273 The Stories We Tell
ISP 321Moral, Legal, and Ethical Dilemmas that Shape the USA
ISP 322 Making Waves: Troublemakers, Gadflies and Whistleblowers
ISP 335 Violence in the Pursuit of Justice
LIT 219 The Word as Weapon
LIT 223/AFR 223 African-American Literature
LIT 265 Foundations of U.S. Latino/a Literature
LIT 287 ~~90 Special~~ Selected Topics in Literature*
LIT 300 Text and Context
LIT 305 Foundations of Literature and Law
LIT 311 Literature and Ethics
LIT 313 Shakespeare
LIT 314 Shakespeare and Justice
LIT 315 American Literature and the Law
LIT 316 Gender and Identity in Western Literary Traditions
LIT 326 Crime, Punishment and Justice in U.S. Literature
LIT 327 Crime, Punishment **and Justice** in **World** Literature
LIT 340/AFR 340 African- American Experience in America: Comparative Racial Perspectives
LIT 342 Perspectives on Literature and Human Rights
LIT 346 Cultures in Conflict

D4

LLS 322 Latina/o Struggles for Civil Rights and Social Justice
PHI 203 Political Philosophy
PHI 205 Philosophy of Religion
PHI 210 Ethical Theory
PHI 302 Philosophical Issues of Rights
PHI 304 Philosophy of the Mind
PHI 310/LAW 310 Ethics and Law
PHI 315 Philosophy of the Rule of Law
PHI 322/CRJ 322 Judicial and Correctional Ethics
PHI 326 Topics in the History of Modern Thought
PHI 340 Utopian Thought
PHI 343 Existentialism
PHI 354/AFR 354 Africana Philosophy
PHI 400 Senior Seminar in Ethics
PHI 423/POL 423 Selected Topics in Justice
SPA **308** ~~208~~ The Theme of Justice in ~~20th Century~~ Spanish Literature
SPA 335 The Theme of Justice in Latin American Literature and Film

PART THREE. TOPICS IN POLITICAL OR LEGAL THEORY — Subtotal: 3

Select one

LAW 301 Jurisprudence ***or*** POL 375 Law, Order, Justice and Society

PART FOUR. PROBLEMS AND RESEARCH — Subtotal: 6

Both are required

HJS 410 Problems and Theory: Thesis Prospectus
HJS 415 Thesis in Humanities and Justice Studies

Total: 36

* HIS 282 ~~90 Selected Topics in History~~, LIT 287 90 Selected Topics in Literature, LIT 380 ~~90 Individual Reading~~ and LIT 401 Selected ~~pecial~~ Topics may be used to satisfy the six-course requirement of the Disciplinary Component when the topic is applicable to the Humanities and Justice major. To approve these courses for inclusion in the major, students and/or faculty must petition the program coordinator.

HUMANITIES AND JUSTICE MINOR with Changes

Description. The Humanities and Justice minor offers students the opportunity to explore fundamental questions about justice from a humanistic and interdisciplinary perspective. Embedded in history, literature, and philosophy, the minor engages students in the study of constructions of justice that underlie social policy and criminal justice as well as in broader issues of morality and equity.

Rationale. The Humanities and Justice minor will provide students who are majoring in the social sciences and sciences with an important supplementary perspective for their study of issues, policies, and laws concerned with justice. With its interdisciplinary focus, the minor will also enrich the curriculum of students majoring in one of the humanities. Its courses are designed to help students develop the skills of careful reading, critical thinking, and clear writing that are necessary for careers in law, public policy, civil service and teaching.

Minor coordinator. Professor David Munns, Department of History **(646.557.5596, dmunns@jjay.cuny.edu)**.

Requirements. The minor in Humanities and Justice requires a total of 18 credits of which 6 credits are required and 12 credits are electives.

Credits

PART ONE. REQUIRED COURSES — Subtotal: 6

HJS 250 Justice in the Western Traditions
HJS 310 Comparative Perspectives on Justice

This two-course sequence provides an introduction to a consideration of "justice" as a personal, social, and political construction. Selected texts from history, literature and philosophy introduce students to the complexities attending the meanings of justice from ancient to modern times. Issues under study may include retribution and revenge; justice as political and social equity; determinism, free will, and the "unjust" act; divinity, hierarchy, and community as perceived sources of justice (or injustice); the social construction of justice, injustice, and crime; and law as a structure of rules representing, defining and shaping justice. The sequence will explore how understandings of justice clarify the ethical and legal frameworks defining religion, the state, colonialism and national identity, race and ethnicity, gender, ruling, class, the family and similar structures.

Students in HJS 250 study works concerned with justice in the western tradition (primarily historical, literary, and philosophical texts of Europe, Britain, and North America). With its focus on works from the Mideast, Africa, Asia, and the other Americas, HJS 310 expands student understandings of justice. It encourages comparative assessments between western and nonwestern forms of justice by studying contacts resulting from war and conquest, trade, and cultural exchange. HJS 310 also develops and extends the skills students have gained in HJS 250 by its comparative tasks, by supplementing primary texts with theoretical readings, and by more complex and lengthy writing assignments.

PART TWO. ELECTIVES — Subtotal: 12

Students must take four courses ~~in literature, history, and/or philosophy~~ selected from the list of humanities electives below ~~offered each semester~~ that count toward the Humanities and Justice major. At least two of these courses must be at the 300-level or above. Students will select their electives in consultation with the minor coordinator.

D4

The electives listed below are supplemented every semester by new or experimental courses that are pertinent to Humanities and Justice as identified and approved by the minor coordinator.

HIS 217 History of New York City
HIS 219 Violence and Social Change in America
HIS 224 A History of Crime in New York City
HIS 240 Historiography
HIS 252 Warfare in the Ancient Near East and Egypt
HIS 254 History of Ancient Greece and Rome
HIS 256 History of Muslim Societies and Communities
HIS 260/LLS 260 History of Contemporary Cuba
HIS 264 China to 1650
HIS 265/LLS 265 Class, Race, and Family in Latin American History
HIS 270 Marriage in Medieval Europe
HIS 274 China: 1650 to Present
HIS 277 American Legal History
HIS 282 ~~**290**~~ Selected Topics in History*
HIS 320 The History of Crime and Punishment in the United States
HIS 323 History of Lynching and Collective Violence
HIS 325 Criminal Justice in European Society, 1750 to the Present
HIS 340 Modern Military History
HIS 354 Law and Society in Ancient Athens and Rome
HIS 354/GEN 364 History of Gender and Sexuality: Prehistory to 1650
HIS 374 Premodern Punishment: Crime and Punishment before 1700
HIS 375 Female Felons in the Premodern World
HIS 381 Social History of Catholicism in the Modern World
HIS 383 History of Terrorism
ISP 273 The Stories We Tell
ISP 321Moral, Legal, and Ethical Dilemmas that Shape the USA
ISP 322 Making Waves: Troublemakers, Gadflies and Whistleblowers
ISP 335 Violence in the Pursuit of Justice
LIT 219 The Word as Weapon
LIT 223/AFR 223 African-American Literature
LIT 265 Foundations of U.S. Latino/a Literature
LIT **287** ~~90 Special~~ **Selected** Topics **in Literature***
LIT 300 Text and Context
LIT 305 Foundations of Literature and Law
LIT 311 Literature and Ethics
LIT 313 Shakespeare
LIT 314 Shakespeare and Justice
LIT 315 American Literature and the Law
LIT 316 Gender and Identity in Western Literary Traditions
LIT 326 Crime, Punishment and Justice in U.S. Literature
LIT 327 Crime, Punishment **and Justice** in **World** Literature
LIT 340/AFR 340 African- American Experience in America: Comparative Racial Perspectives
LIT 342 Perspectives on Literature and Human Rights
LIT 346 Cultures in Conflict
LLS 322 Latina/o Struggles for Civil Rights and Social Justice
PHI 203 Political Philosophy
PHI 205 Philosophy of Religion
PHI 210 Ethical Theory

PHI 302 Philosophical Issues of Rights
PHI 304 Philosophy of the Mind
PHI 310/LAW 310 Ethics and Law
PHI 315 Philosophy of the Rule of Law
PHI 322/CRJ 322 Judicial and Correctional Ethics
PHI 326 Topics in the History of Modern Thought
PHI 340 Utopian Thought
PHI 343 Existentialism
PHI 354/AFR 354 Africana Philosophy
PHI 400 Senior Seminar in Ethics
PHI 423/POL 423 Selected Topics in Justice
SPA **308** ~~208~~ The Theme of Justice in ~~20th Century~~ Spanish Literature
SPA 335 The Theme of Justice in Latin American Literature and Film

Total: 18

D5

To: Undergraduate Curriculum and Academic Standards Committee
From: Psychology Department
Date: February 6, 2014

Having successfully revised the Forensic Psychology Major, the Psychology Department is now seeking to revise and update the Psychology Minor. Our department has agreed to the revisions outlined below.

Explanation

The current Psychology minor consists of PSY 101 plus 15 additional credits from nine other Psychology courses, including STA 250. These course options were originally chosen because at the time they were Psychology classes that were not cross-listed in other disciplines (plus STA 250). However, the current minor does not include many of the newly created courses offered by our department. In addition, the current minor provides no consistency or organizational scaffolding for student learning, which has concerned us for some time. It also does not require a 300 level class—where students get most of their critical learning skills. Indeed, students often declare a minor as an after-thought, with little course planning at all. This raises questions about what learning outcomes our Psychology minors are actually mastering. We think that the design of the current minor is a disservice to our students.

Proposal

We propose to revise the minor in several ways. First, consistent with our major, although it is required as a prerequisite, PSY 101 would NOT count toward the minor. Note, however, that PSY 101 does count toward Gen Ed requirements in the Flexible Core: Individual & Society area. In addition, we are adding scaffolding to the minor, such that students will be required to take 12 credits in foundational courses in Psychology (i.e., PSY 200, 221, 231 and 242). This will ensure that our students will learn basic key concepts in the discipline of Psychology. Finally, students will be required to take two other courses from among 20 options. One of these options is STA 250, whereas all other classes are 300-level classes that are also in the current major. We highly recommend that students take STA 250 and PSY 311, but these are not required. There are nine courses students can choose from that do no~~'~~t require STA 250 as a prerequisite. Thus, in the proposed revision, students will be educated in the basic foundations of psychological science, but will also develop important higher-level thinking and communication skills in a 300-level class. We are also adding learning outcomes for the minor

and have made a minor adjustment to the minor description. We also believe that in order to earn the minor in Psychology, students should have at least a 2.0 (C) average in courses counted toward the minor.

Revised Description of the Minor and new learning outcomes as they will appear in the Undergraduate Bulletin:

Description. The Psychology minor provides students with the opportunity to think and write critically about the mind and human behavior. Students are introduced to basic psychological theory and research in core areas in the discipline of psychology. The minor prepares students to become informed, life-long consumers of psychology. It also provides some background in psychology that can help build a foundation for many fields of graduate or professional study and careers.

Learning Outcomes:

- Students will demonstrate psychological literacy by using its terminology and format in writing assignments, exercises, and oral presentations.
- Students will have a basic understanding of theoretical perspectives in different psychological domains.
- Students will be able to analyze and critically evaluate research studies in psychology.

The revised minor appears on the following page in "checklist" format.

Thank you very much for considering our revision. Please do not hesitate to contact me for more information.

Sincerely,
Angela Crossman and Jill Grose-Fifer, Chairs
Psychology Department Curriculum Committee

D5

MINOR IN PSYCHOLOGY

Requirements
To complete the minor in Psychology, students must complete 18 credits in Psychology (as noted below) and have at least a 2.0 GPA (C average) in courses towards the minor. ~~pass them with a grade of **C** or better. If a student gets below a C in a course, they can take an additional course and achieve the required C or above.~~

Prerequisite. PSY 101 – it does NOT count toward the 18 credits required in the minor.

(18 total credits)	Courses (and prerequisites)
PART 1 *Required courses (12 credits)*	___PSY 200 Cognitive Psychology (ENG 101 & PSY 101) ___PSY 221 Social Psychology (ENG 101 & PSY 101) ___PSY 231 Developmental Psychology (ENG 101 & PSY 101) ___PSY 242 Abnormal Psychology (ENG 101 & PSY 101)
PART 2 *Electives in Psychology* Choose 2 (6 CR) ** = highly recommended	___** STA 250 Statistics (MAT 104; MAT 108 OR 141) ___** PSY 311 (4cr) Research Methods in Psychology (ENG 102/201; PSY 200; STA 250) ___PSY 320 Brain and Behavior (ENG 102/201, PSY 200 & STA 250) ___PSY 324 Perception (ENG 102/201, PSY 200 & STA 250) ___PSY 327 Learning and Memory (ENG 102/201, PSY 200 & STA 250) ___PSY 329 History of Psychology (ENG 102/201, PSY 101 & STA 250) ___PSY 332 Psychology of Adolescence (ENG 102/201, PSY 231) ___PSY 333 Psychology of Gender (ENG 102/201; PSY 101 *or* permission of the instructor; *and* co-requisites PSY 311 *or* SSC 325) ___PSY 336 Group Dynamics (ENG 102/201, PSY 221) ___PSY 337 Tests and Measurement (ENG 102/201, PSY 200, STA 250) ___PSY 339 Key Concepts in Psychotherapy (ENG 102/201, PSY 242 and PSY 243, junior standing or instructor permission) ___PSY/CSL 342 Introduction to Counseling Psychology (ENG 102/201, PSY 242 and PSY 243) ___PSY/ANT 345 Culture, Psychopathology & Healing (ENG 102/201, PSY 242, junior standing or above) ___AAP/PSY 347 Psychology of Oppression (ENG 102/201; *and* [PSY 101 *or* AAP/PSY 129]; *and* [PSY 221 or 200-level AA studies course]) ___PSY 352 Multicultural Psychology (ENG 102/201, PSY 101 & STA 250) ___PSY 353 Theories of Personality (ENG 102/201, PSY 101 & STA 250) ___PSY/LAW 370 Psychology & Law (ENG 102/201; PSY 101; and PSY 221 *OR* PSY 242 *OR* LAW 203) ___PSY 372 Psychology of Criminal Behavior (ENG 102/201, PSY 242 or permission of instructor) ___PSY 373 Correctional Psychology (ENG 102/201, PSY 242) ___PSY 375 Family Conflict & Family Court (ENG 102/201, PSY 231)

REVISED BULLETIN INFORMATION

PSYCHOLOGY MINOR

Description. The Psychology minor provides students with the opportunity to think and write critically about the mind and human behavior. Students are introduced to basic psychological theory and research as well as several core areas in the discipline of psychology. The minor prepares students to become informed, life-long consumers of psychology. It also provides some background in psychology that can help build a foundation for many fields of graduate or professional study and careers.

Rationale. Gaining exposure to the science of human behavior through the Psychology minor can be of substantial benefit for students in many disciplines. The minor provides opportunities to hone critical thinking, research and writing skills, which are crucial in any field. Students also can explore topics and issues that might help direct their career choices. Any major pairs well with a Psychology minor.

Credits required. 18

Minor coordinator. Professor Daryl Wout, Department of Psychology **(646.557.4652, dwout@jjay.cuny.edu)**

Requirements. Any student who is not majoring in Forensic Psychology can earn a minor in Psychology by taking eighteen credits, as noted below.

Select six

PSY 101 Introduction to Psychology
PSY 200 Cognitive Psychology
PSY 221 Social Psychology
PSY 231 Developmental Psychology
PSY 242 Abnormal Psychology
PSY 243 Theories of Personality
PSY 266 Psychology of Alcoholism and Substance Abuse
PSY 336 Group Dynamics
PSY 370/LAW 370 Psychology and the Law ***or*** PSY 372 Psychology of Criminal Behavior
PSY 375 Family Conflict and the Family Court
STA 250 Principles and Methods of Statistics

D5

OLD BULLETIN INFORMATION

PSYCHOLOGY MINOR

Description. The Psychology minor provides students with the opportunity to think and write critically about the mind and human behavior, and to gain some exposure to the field of forensic psychology. Students are introduced to basic psychological theory and research as well as several core areas in the discipline of psychology. The minor prepares students to become informed, life-long consumers of psychology. It also provides some background in psychology that can help build a foundation for many fields of graduate or professional study and careers.

Rationale. Gaining exposure to the science of human behavior through the Psychology minor can be of substantial benefit for students in many disciplines. The minor provides opportunities to hone critical thinking, research and writing skills, which are crucial in any field. Students also can explore topics and issues that might help direct their career choices. Any major pairs well with a Psychology minor.

Credits required. 18

Minor coordinator. Professor Daryl Wout, Department of Psychology **(646.557.4652, dwout@jjay.cuny.edu)**

Requirements. Any student who is not majoring in Forensic Psychology can earn a minor in Psychology by taking eighteen credits, as noted below.

Select six

PSY 101 Introduction to Psychology
PSY 200 Cognitive Psychology
PSY 221 Social Psychology
PSY 231 Developmental Psychology
PSY 242 Abnormal Psychology
PSY 243 Theories of Personality
PSY 266 Psychology of Alcoholism and Substance Abuse
PSY 336 Group Dynamics
PSY 370/LAW 370 Psychology and the Law ***or*** PSY 372 Psychology of Criminal Behavior
PSY 375 Family Conflict and the Family Court
STA 250 Principles and Methods of Statistics

Proposal for a

BACHELOR OF SCIENCE DEGREE WITH A MAJOR IN CELL AND MOLECULAR BIOLOGY

Proposed by
The Department of Sciences
John Jay College of Criminal Justice

Anticipated date of implementation of program: Fall 2014

Dates of College Governance Approval:
College Council: Pending
Undergraduate Curriculum and Academic Standards Committee: Pending

Submitted by _____
Dr. Jane P. Bowers, Provost and Senior Vice President for Academic Affairs

TABLE OF CONTENTS

B.S. in Cell and Molecular Biology
Abstract

Many of the most significant economic, environmental, medical, and social problems in today's world have biological aspects to them. In increasing numbers, biologists will be important contributors to solutions for the critical global and local problems. John Jay College of Criminal Justice proposes a B.S. in Cell and Molecular Biology in order to increase the number of STEM (Science, Technology, Engineering and Mathematics) degrees it confers on its students, diversify its liberal **arts and sciences** offerings, and to prepare students to tackle complex social and scientific issues that can only be addressed by citizens well educated in biology. John Jay's proposed B.S. in Cell and Molecular Biology provides a strong foundation in basic life sciences and a specific focus in cellular and molecular biology. This foundation of knowledge, plus laboratory experience, will prepare students well for research and technical positions in universities, government, and industry as well as medical careers.

I. Purpose and Goals

John Jay College proposes the creation of Bachelor of Science degree (B.S.) in Cell and Molecular Biology (CMB) for students who wish to pursue careers in the biomedical and biological sciences. The CMB major is designed to serve as a rigorous and comprehensive foundation that will prepare students for entry into the biomedical work force, with a special focus on propelling students to graduate and professional programs in biomedical science, if they are so inclined.

The addition of a B.S. in Cell and Molecular Biology to John Jay College contributes to the College's strategic goal of expanding its liberal arts **and sciences** offerings. Our recent reaccreditation report by the Middle States Commission on Higher Education specifically points to the need for more major offerings in the liberal arts **and sciences**. A senior liberal arts college with only a single major in the natural sciences is virtually unheard of, making the development of STEM majors (Science, Technology, Engineering, and Mathematics) in addition to our B.S. in Forensic Science critical to our mandate. Further, The Cell and Molecular Biology degree will offer our students increased post-graduate opportunities and expand what John Jay can offer to its students.

Jobs are increasing in the STEM fields. According to the U.S. Department of Commerce, new and replacement jobs in the STEM fields will increase 17% by 2018 compared to a 9.8% in non-STEM fields over that same time period.[1] Consequently, universities and colleges nationwide have increased the number and diversity of majors focusing in the STEM disciplines. Some of the most significant career increases will be in the biological sciences.

John Jay can contribute to the diversification of the STEM fields. As the largest four-year Hispanic-Serving Institution in the Northeast, John Jay is in a pivotal position to increase the number of underrepresented minorities entering the STEM fields. Expanding the science majors offered by John Jay College is a critical step toward that institutional goal. The Cellular and Molecular Biology major at John Jay will prepare students to pursue careers as research scientists, teachers, and medical laboratory technicians, and will prepare them equally well to attend medical school or PhD programs, as discussed below.

Through the action of PRISM (Program for Research Initiatives for Science Majors), an increasing number of John Jay STEM undergraduates are going to Ph.D. programs in the sciences. In 2012 and 2013 alone, John Jay alumni have been accepted into graduate programs at Harvard (Ph.D., public health), SUNY-Stony Brook (Ph.D., Toxicology), Cornell (Ph.D., chemistry), NYU (Ph.D., Biomedical Science), Long Island University (Pharm. D.), and Albert Einstein College of Medicine (M.D./Ph.D.). Importantly, of the thirteen John Jay alumni that have been accepted into STEM doctoral programs in the past two years, *ten are black or Hispanic*, two groups that are starkly underrepresented in the STEM professoriate and other leadership positions.[2]

---

[1] http://www.commerce.gov/blog/2011/07/14/economics-and-statistics-administration-releases-new-report-stem-good-jobs-now-and-f

[2] Carpi, et al. *I would have never thought this was possible for me: Creating a community of scientists at a minority-serving institution through mentored undergraduate research.* Submitted (Nov-2013), Journal of Research in Science Teaching.

In addition to increasing opportunities for John Jay students, the B.S. in Cell and Molecular Biology provides a rigorous, foundational education that should be the goal of any college. The degree will equip students with a strong foundation in the typical biology major requirements such as general biology, general and organic chemistry, and physics. In addition, junior and senior year students will receive in-depth knowledge in topics such as cell biology, microbiology, genetics, molecular biology, biochemistry, and anatomy and physiology. Specialized elective courses will be offered covering cutting-edge topics in biomedical research and forensic biology, therefore providing a unique John Jay identity for the major in comparison to other biology majors throughout CUNY. Furthermore, the curriculum will provide a solid general education and students will graduate with the critical reading, research, and writing skills necessary for academic success.

Our proposal represents serious institutional efforts to forward the goals laid out in the current *Master Plan* of John Jay College. In fact, the second paragraph of the vision statement of the *Master Plan* states the following, "...we maintain our commitment to further build and support our exciting and often unique liberal arts and science programs." This exact statement is repeated in the introduction to the "Five Domains of Excellence." Thus, the CMB major is a crucial addition to the liberal arts and science offerings of the college, representing the first new STEM major in many decades and the first truly "liberal science" major at the college, since the de-activation of the chemistry major more than 35 years ago.

Further still, the CMB major proposed herein maps almost perfectly to four of the "Five Domains of Excellence" detailed in the *Master Plan*. The first domain, student success, focuses on helping students reach their academic and professional goals. As explained below, many students have career goals in the biomedical sciences and those needs are not always fully met by our current STEM offerings. The CMB major will fill a large void in our ability to prepare students for careers they wish to pursue. The second domain, teaching, focuses on effective and innovative pedagogy. We have designed a curriculum that is lush with the latest innovations in science teaching including student-centered learning, interaction with the primary literature, and authentic research experiences. The third domain, research and scholarship, is well addressed in the proposed program in two important ways. First, all of the involved biology faculty are research-active and engage undergraduate students in their research programs. Secondly, CMB students will engage in research themselves. Many CMB students will join the PRISM program (explained below) and develop independent research projects through the capstone course. All students will be exposed to authentic research in certain laboratory courses. The final domain of excellence in the *Master Plan* advances institutional effectiveness with renewed focus on outcomes assessment and program evaluation. We propose an aggressive and comprehensive evaluation plan for our major and its constituent courses, detailed below. In summary, the Cell and Molecular Biology major contributes substantially to the continued advancement of John Jay College and will take its place among the proud tradition of our cutting-edge science programs.

II. Need and Justification

National job market. The job market for graduates of STEM remains strong, particularly in light of weak hiring and employment trends in other areas of the national work force. In 2012, the STEM

work force consisted of over 7.4 million workers. That number is expected to rise to 8.65 million by 2018, a 17% increase and approximately double the rate of the overall workforce.[3]

Biological sciences include a wide variety of specialized fields, from the structural biology of individual molecules to the complex biotic interactions among populations of organisms. A bachelor's degree in cell and molecular biology offers much career flexibility (Table 1). While the majority of individuals in the field of biology work in the area of research and development, other types of work include management, administration, planning and administrating programs for testing food and drugs, consulting for business firms or the government, writing for technical publications, sales and service for chemical manufacturing companies, and testing or inspecting food, drugs, and other products (Table 2).

Table 1: Possible jobs for biology majors[4]

Aquarium Technician	Forensic biologist	Parasitologist
Aquatic Biologist	Forester	Physiologist
Biochemist	Genetic counselor	Public Health Worker
Bioengineer	Laboratory technician	Research scientist
Biotechnologist	Marine Bacteriologist	Science Teacher
Botanist	Marine Biologist	Toxicologist
Ecologist	Microbiologist	Wild Life Biologist
Embryologist	Molecular Biologist	Wild Life Resources Worker
Environmental Engineer	Neurobiologist	Zoologist

- American Association for the Advancement of Science: http://www.aaas.org/
- American Institute of Biological Sciences: http://www.aibs.org/careers/index.html
- BioMed Careers: http://careers.the-scientist.com/
- Biotechnology Industry Organization: http://www.bio.org/
- Career Guide for Biology Majors: http://www.bio.com/jobs/browse.jhtml
- Top Bio Jobs: http://www.topbiojobs.com/

Table 2: Typical employers and work settings for graduates with a B.S. degree in biological science

Agricultural Experiment Stations	Drug Companies	Medical examiner office
Agricultural Industry	Educational Institutions	Medical Research Laboratories
Biotechnology Firms	Environmental and Pollution Control Agencies	Museums
Botanical Gardens/Arboretums	Federal and State Government Laboratories	Non-profit Firms
Chemical Companies	Fish and Wildlife Service	Pharmaceutical Companies
Colleges and Universities	Fish Hatcheries	Publishers / Public Relations firms
Conservation Agencies	Hospitals	Scientific Consulting Firms
Cosmetic Industry	Inspection Agencies	
Department of Agriculture	Medical Centers	

In all cases, a solid undergraduate curriculum in the study of biology at the molecular and cellular level will prepare students well for careers throughout the various scientific industries focused on health, laboratory, and environmental science, as well as academia. According to the U.S. Bureau of Labor Statistics (BLS), "STEM occupations are high-paying occupations, with most having mean wages

[3] Source: U.S. Bureau of Labor Statistics, Employment Projections 2008-2018

[4] Occupational Outlook Handbook, http://www.bls.gov/oco

significantly above the U.S. average.[5]" The table below details the latest statistics for six of the most common career paths that graduates with a degree in Cell and Molecular Biology could pursue, even without obtaining graduate degrees of any kind (Table 3).

Table 3. Common Career Paths for Graduates Who Major in Biological Sciences[6]

Career	2010 median pay	Education needed	number of jobs, 2010	Job outlook 2010-2020
Biological technician	$39,000	bachelors	80,200	^ 14%
Microbiologist	$66,000	bachelors	20,300	^ 13%
Laboratory technologist	$47,000	bachelors	330,600	^ 13%
Forensic Sci. technician	$52,000	bachelors	13,000	^ 19%
Environ. Sci. & protection	$41,000	associates	29,600	^ 24%
chemical technician	$42,000	associates	61,000	^ 7%

We include "Forensic Science Technician" and "Chemical Technician" in the above list, even though our current STEM major, Forensic Science (FOS), already prepares our graduates very well for those two careers, for the following reasons. First, the new CMB major will continue to prepare students for entry to those careers, as indicated by our included letters from prospective employers. Secondly, while the job growth outlook for forensic technicians is strong, the BLS states that, "Competition for [forensic science technician] jobs will be strong because of substantial interest in forensic science.[7]"

Stepping stone to graduate programs. As discussed below, the curriculum and culture of the CMB major will also prepare students for, and motivate them toward, the pursuit of graduate education, particularly in the biomedical and life sciences, including medicine (M.D.) and veterinary medicine (D.V.M) programs; Pharmacy, Dentistry, Optometry, Physical and Occupational Therapy, Physician's Assistant, Public Health; and Masters and Doctoral programs in the various disciplines of biomedical science (Cell and Molecular Biology, Microbiology, Genetics, Immunology, Pathology, Anatomy, Physiology, Pharmacology, Biochemistry, etc.) The employment prospects in these areas are even more encouraging. (Table 4)

Table 4. Employment Prospects for Graduates in Biological Sciences[8]

[5] http://www.bls.gov/opub/mlr/2011/05/art1full.pdf

[6] All data from the Bureau of Labor Statistics website

[7] http://www.bls.gov/ooh/life-physical-and-social-science/forensic-science-technicians.htm

[8] All data from the Bureau of Labor Statistics website

Career	2010 median pay	Education needed	number of jobs, 2010	Job outlook 2010-2020
Medical Scientist	$77,000	doctoral/profess.	100,000	^ 36%
Biochemist/Biophysicist	$79,000	doctoral/profess.	25,100	^ 31%
epidemiologist	$63,000	masters	5,000	^ 24%
Biomedical Engineers	$82,000	bachelors +	15,700	^ 62%
Physician / surgeon	$166,000	doctoral/profess.	691,000	^ 24%
Optometrist	$95,000	doctoral/profess.	34,200	^ 33%
Veterinarian	$82,000	doctoral/profess.	61,400	^ 36%
Physical Therapist	$76,000	masters/doctoral	198,600	^ 39%
Ocupational Therapist	$72,000	masters	108,800	^ 33%
Physician Assistant	$86,000	masters	83,600	^ 30%
Pharmacist	$112,000	doctoral/profess.	274,900	^ 25%

It is also worthy of note that undergraduate biology majors tend to compete very well for coveted positions in law school. Particularly for health law and intellectual property, but by no means limited to those areas, law schools specifically favor applicants with undergraduate degrees in STEM disciplines. This fact is especially relevant to John Jay College because law school is, by far, the most common postgraduate professional program into which our undergraduate alumni matriculate. As many of our honor's students (and particularly the Macaulay Honors College students) indicate an interest in pursuing law school, the development of this CMB major will serve this important student cohort as well.

Diversity of national STEM work force. The STEM work force in the United States does not represent the full racial and ethnic diversity present in our nation. Despite conscientious efforts, the STEM careers, and particularly leadership in the STEM fields, continues to be male- and Anglo-dominated. This lack of inclusion harms our country by limiting the diversity of personal perspectives and allows large talent pools to exist as untapped resources for our common prosperity. Even worse, the underutilization of certain ethnic groups in our national STEM workforce, particularly Hispanics and African Americans, promotes the continued income disparities suffered by these groups. As STEM careers typically yield higher wages than non-STEM careers, the economic effects of the lack of minority inclusion are immediate and stark. For example, as recently as 2006, the STEM work force was only 3% African American and 4% Hispanic, even though these groups comprise 12.6% and 16.4% of the American population, respectively.

John Jay College is a U.S. Department of Education-recognized Minority- and Hispanic-serving institution. Fully 45% of our undergraduate student body identify as Hispanic and 23% are of African descent. Given the size of our current STEM majors (Forensic Science and Computer Science) combined, >1300 students), John Jay College thus represents a substantial source of minority STEM students preparing to enter and subsequently diversify the STEM workforce. Indeed, John Jay College grants more baccalaureate degrees to Hispanics that any other four-year institution in the Northeast region.[9] The expansion of our STEM offerings to include a major in the life sciences will further increase our ability to produce well-educated minority scientists for the U.S. STEM workforce. Importantly, we expect that a substantial portion of the students that pursue the CMB major at John Jay will be students

[9] *John Jay on the Move*. 2008. Hispanic Outlook in Higher Education.

in danger of attrition or transferring out of our Forensic Science (FOS) major. Thus, we expect the CMB to further increase our gains in minority STEM graduates.

The preparation for advanced study is a crucial aspect of our proposed CMB major because it reflects the spirit of our Department and our College in promoting the diversification of the STEM profession at the highest levels. As a Hispanic- and Minority-serving Institution, it is essential that we prepare our students not just for strong entry-level positions, but also for advanced and graduate study because the lack of diversity in the STEM industry gets increasingly worse as one proceeds up the leadership ladder. The FOS program at John Jay has seen dramatic recent progress in promoting our students' entry into graduate programs.[10] This proposal for a major in Cell and Molecular Biology builds on that momentum and will substantially increase our capacity for future success in producing minority graduates that will compete well for admission into top-tier graduate and professional programs.

Similar CUNY programs. Because the study of biology is a universal program offering at any institution of liberal arts and sciences, all of the senior CUNY colleges have a B.A. and/or B.S. in some area(s) of the biological sciences. Below is a chart of the baccalaureate programs in biology currently in existence at CUNY, excluding biology teacher education and biology-related engineering programs:

College	Degree	Major	F 2012 Enrollment	2011-12 Graduates
Baruch	B.A.	Biological Sciences	17	2
Brooklyn	B.A.	Biology	91	31
	B.S.	Biology	279	74
City	B.S.	Biology	285	92
	B.S	Biomedical Sciences	352	58
Hunter	B.A.	Biological Sciences	382	53
	B.S.	Medical Laboratory Science	134	45
Lehman	B.A.	Biology	182	20
Medgar Evers	B.S.	Biology	855	46
Queens	B.A.	Biology	418	59
	B.A.	Biology and Neuroscience	22	12
Staten Island	B.S.	Biochemistry	62	3
	B.S.	Biology	585	40

[10] Carpi and Lents, 2013, Chronicle of Higher Education (http://chronicle.com/article/How-Undergraduate-Research-Can/142557)

York	B.A.	Biology	10	0
	B.S.	Biology	414	21
	B.S.	Biotechnology	62	3

As shown above, there is a wide variance in sizes of the biology programs at other CUNY campuses. In addition, most CUNY biology programs focus generally on biology. In contrast, our proposed CMB major will be unique at CUNY through its focus on cellular and molecular biology. In terms of curricular content and concentration, the programs most similar to the proposed CMB major at John Jay College are the B.S. program in biomedical science at City College and the B.A. in biological sciences at Hunter College. These are among the most popular STEM majors at CUNY, indicating significant student interest in these types of programs and, importantly, a robust employment market for their graduates.

III. Student Interest and Enrollment

National Interest

Nationwide, the number of bachelor's degrees conferred in the biological sciences rose by 31% between 2005-2010, and the number of health-related degrees rose by 61% in the same time period.[11] Creating a B.S. in Cellular and Molecular Biology responds not just to local needs, but to national trends that show increasing demand for biology degrees.

Current STEM offerings:

The Department of Sciences at John Jay College currently offers only one major: Forensic Science (FOS). This is the only life or physical science major at the college and one of only two STEM majors (Science, Technology, Engineering, and Mathematics), the other being the Computer Information Systems major (CIS). The FOS major is very large, with about 900 enrolled students. Attrition rates are more than fifty percent, though falling. The principle cause of our high attrition rates is lack of academic preparedness by incoming students, particularly in mathematics. This is in keeping with national attrition rates.[12] Extensive efforts to ameliorate these deficits have seen a slow but steady increase in student success at the 100- and 200-level due to the addition of curricular interventions such as the 101+102 "paced" curriculum and the pairing of math and chemistry courses into "learning communities." While heartening, the Science department has decided to take the additional step of instating admissions standards to the Forensic Science major that will decrease the size of the major by forty percent. The benefits of doing so, besides preventing students from enrolling in courses in which they cannot succeed, is that faculty workload will be available for the new CMB major courses.

[11] Source: National Center on Education Statistics

[12] *Why Science Majors Change Their Minds*, New York Times, Nov 11, 2011.

Furthermore, an additional cause of attrition is the lack of alternative STEM majors for students who begin the FOS program and then discern a different career interest through the course of their education. It has been long known that the vast majority of college students change their major at least once (~40%), with even higher rates of change among students who begin STEM majors (~60%). By not offering additional STEM majors, John Jay students who no longer wish to pursue the FOS major but are still interested in a science program must choose between transferring to another college, choosing a less desired major, or continuing within the FOS major begrudgingly. In sum, the lack of STEM alternatives is a drag on the retention, morale, and postgraduate success of John Jay science students.

The Forensic Science major (FOS) currently has three tracks of specialization: Criminalistics, Toxicology, and Molecular Biology. However, the specialization does not begin until the 6th semester (of a typical 8-semester timeline), which is far too late to be useful for students wishing to explore their options within the wide world of STEM careers. All three tracks are rigorous and cutting-edge and have an excellent track record of placing students into careers in forensic crime laboratories at the local, state, and national level. In addition, all three tracks have a history of preparing students for acceptance into graduate programs, though the annual number pursuing graduate education was very low until recently.

In the creation of the CMB major, the department considered "spinning off" the Molecular Biology track of the FOS major. This idea was ultimately rejected because of its potential to weaken the FOS major and its plans for accreditation by FEPAC (the Forensic Science Education Programs Accreditation Commission), and because such a plan would force one major to serve two very different populations of students. FOS-Molecular Biology students and CMB students will take many of the same courses together (a synergy we employ by design) but with distinct intended career paths. Those wishing to pursue a job or graduate study in Forensic Biology will be best served in the FOS-Molecular Biology major. This major, which concentrates on obtaining and comparing DNA profiles from biological evidence, is an important component in the investigation of many types of crimes, including homicide, sexual assault, and burglary. This has been and will continue to be a burgeoning field for employment, and for this reason, we feel that this track must be maintained.

However, Forensic Biologist is just one possible career path that students can pursue with a degree focusing on biological sciences. Unfortunately, it is not always apparent to prospective employers and graduate programs that a FOS-Molecular Biology program provides a comprehensive foundation in the study of the life sciences. Even more germane to this proposal, the FOS-Molecular Biology curriculum contains many required courses that, while important for the intended career path of forensic science technician or graduate studies in forensic sciences, are not typically expected of applicants to medical and biomedical programs. Examples of such requirements are Quantitative Analysis (Analytical Chemistry), Two semesters of Instrumental Analysis, Calculus 2, Physical Chemistry, and Law and Evidence. Because of these mostly chemistry courses, there is no room available in the program for the additional biology courses that graduate and medical schools *do* prefer to see in their applicants including Cell Biology, Microbiology, Anatomy and Physiology, Neurobiology etc. We have designed the CMB major so that, through the selection of their required elective courses, students may tailor their own curriculum to match the specific requirements or desired undergraduate profile of their intended career path.

D6

Student Interest:

Before we designed this major, we solicited feedback from students. This was initially done informally by speaking with student researchers in the undergraduate research program (PRISM) by their faculty mentors. However, in August of 2013, we constructed a very short and simple survey asking students to give their thoughts and insights regarding the introduction of new majors at John Jay College, including a Cell and Molecular Biology major. A link to the survey was sent to all PRISM students and recent alumni (a subset of which is the primary "target audience" for the new CMB major), about 70 students in total; as well as all students enrolled in Bio103 in fall of 2012, another ~200 students. The survey was kept open for approximately one week and 85 students responded.

The first question was simply, "Should John Jay offer additional majors in the sciences or continue with only one science major in forensic science?" To that question, 80 students responded "yes" and only five students responded "no," indicating that 94.1% of John Jay science students and recent alumni feel that additional science majors should be available.

We next probed deeper into the types of majors that John Jay science students and recent alumni would like to see offered. The first such question was specifically directed at current students, but worded so that recent alumni could answer the question as well. The chart below shows the responses to the question: "If you are still pursuing the Forensic Science major (or recently graduated from FOS), which of the following statements best applies to you?"

n	%	
29	35%	I am happy in Forensic Science and would not transfer to another science program even if I could.
23	28%	I am still in FOS (or completed it), but I would major in Biology if I could.
15	18%	I am still in FOS, but I would major in Toxicology if I could.
8	10%	I am still in FOS, but I would major in Chemistry if I could.
7	8%	I transferred out of the FOS major.
82		*total*
3		*skipped question*

The results above indicate that a combined 56% of survey respondents would not just like to see more science majors at John Jay, but would *choose to pursue a different major* if one was available, with 28% indicated an interest in a biology major. The next survey question was similar, but worded to target alumni specifically (although, again, all respondents could answer). "If there had been additional non-Forensic Science majors to choose from at John Jay, what major would you have chosen, from the list below?" The responses were:

n	%	
34	40%	Cell and Molecular Biology
26	31%	I would still have selected Forensic Science (Forensic biology, Criminalistics, and Forensic toxicology)
20	24%	Toxicology
5	6%	Chemistry
1	1%	another science major. *[The lone response was "microbiology."]*
85		*total*

These results demonstrate even more clearly that there is an appetite for additional science majors among John Jay students, including and especially in the life sciences. We deliberately asked the two questions above in a somewhat overlapping and redundant way in order to tease out subtle differences caused by wordings. The consistent result is that a large portion of John Jay College STEM students (28-41%) are eager to pursue a major in Cell and Molecular Biology. To help us understand the reasons that our students may wish to pursue STEM majors other than Forensic Science, we ended the survey with an open-response section inviting students to "give us any details on your responses above." Twenty-five students chose to give responses and because these answers mirror our original motivations to offer this CMB major so poignantly, we offer them here, complete and unedited:

1. I am pursing a career in medicine, forensic science defiantly touches many subjects needed for the field but they also require many unnecessary classes and not enough classes for that field, which ill have to take separately from the forensic science major. If there was a biology major for future Med students, it would give great opportunity for students in my situation who are looking to transfer to complete necessary courses, instead staying at john jay.
2. I enjoy the major as it is but some students don't do well in Chemistry and prefer Biology. I think I plan Biology major would be a nice addition in John Jay
3. Although I am still interested in Forensic Toxicology I am geared more towards the research aspect of toxicology after PRISM and away from the forensic side.
4. The FOS program at JJay is awesome but the school should diversify and provide more science majors.
5. I think this is a great idea. It would open up more opportunities not only to Forensic Science students, but also others who are enrolled in different majors.
6. When i transferred out , i was disappointed because i was really interested in genetics for biology but there was no Biology Major. I think it would be a great idea to add a biology Major.
7. I love forensics and I think it is a very important major to pursue. However, I do not think I would get the same satisfaction as a forensic toxicologist as I would as a toxicologist. I want to pursue a career where I would be helping people, or making some significant contribution to a community/society. I feel that will be more readily accomplished as a toxicologist.
8. I like the forensic science major but i feel like i would have done much better in only biology classes.
9. The science department at john jay is great but I think it would benefit a lot of students at john jay if there were more options. I was actually considering transferring out of john jay because of the limited majors available, especially for the sciences. If there were more science majors available, that would be incredible because I don't want to transfer out of this school.
10. The program being one of the most prestigious forensic science program in the country is only one of the many reasons that led to my decision to attend John Jay. Not many colleges have the privilege of saying they have a central focus on criminal justice and forensic science. This program exceeded all my expectations and I wouldn't change anything even if I could.
11. I did great in the two biology courses (A and A-), but I found out that chemistry is not really my thing. I passed with Bs and Cs, but it brought my GPA down a lot. I left the FOS major to spare my GPA, but I want to go to graduate school in public health, so now I am pursuing a psychology degree, when I would rather be studying biology.
12. I am pretty far into the forensic science major, and I enjoy it, so I don't think switching majors would be the best option for me. I wouldn't mind there being other science majors in the school as long as there is an increase in class sections (not an increase in class size) to accommodate the increase of students. As long as there is ample space and not an overcrowd of students in the science majors I don't foresee any issues.
13. I'm actually a non-degree student taking science classes to fulfill requirements for dental school. But I imagine students who are interested in science but not necessarily forensics would love the option to head in another direction in the sciences. The Science Department is filled with amazing professors, I hope John Jay fully utilizes their talent and expertise.
14. I may be transferring schools because I want to pursue a Chemistry major.
15. There should be more options, staying in FOS is hard, and it would be helpful if needed to switch that there were more options in sciences.
16. Multiple science majors at John Jay would greatly increase the amount of students coming to John Jay that are interested in science. Incorporating some forensic- related courses into each major would help keep the majors geared toward forensics, but allow for outgrowth, and potentially novel new connections between forensics and other sciences.

17. If John Jay does add these additional science majors, I hope they state which one is recommended for someone who wishes to go to medical school and pursue an M.D.
18. Offer Epidemiology and Biostatistics classes.
19. JJay should offer other science majors. If toxicology was available I would have majored in FS Tox and Chem or Tox and FS MoBio. More options is sometimes better. But i'm content with my degree in FS Tox.
20. It is closely related to Forensic Science.
21. A major with the possibility of also minoring in a different science other than chemistry or without majoring in it would be nice. There needs to be a variety.
22. The FOS major though very complete and challenging is limiting to student's demands and other desires
23. It will be nice to minor in one of the above choices.
24. I really enjoyed the uniqueness of the program, it was well rounded and the forensics aspect made the major interesting and fun.
25. John Jay really needs a biology major, especialy for those of us that want to go to graduate school or medical school. The focus on forensics is great here, but that will always be there even if you add other things. Getting into graduate school was harder for me because lots of programs don't really know what a forensics degree is like.

From these comments, it is clear to us that our students have a good and thorough sense of what additional majors will offer them in their pursuit of careers in STEM fields and postgraduate study. A STEM program as large as ours (around 900 total students) should offer multiple paths, which can and should be accomplished by our faculty without loss of our unique focus on Forensic Science. Because most of our STEM students come to John Jay out of an interest in Forensics, and because this dominates the expertise and research interests of our faculty, forensic science will always dominate the culture and content of our courses. By expanding our major offerings to include Cell and Molecular Biology, we simply further extend the careers and opportunities available to our students and better prepare them for alternate paths.

It is important to note that the responses above do not include input from students in majors other than Forensic Science. Thus, this is likely an *underestimate* of the interest in a biology major. We have known for some time that average grades in freshman biology courses are substantially higher than those of freshman chemistry courses. It seems likely that a portion of students that transfer out of the FOS major do so because of average or poor performance in chemistry, despite achieving reasonable success in biology. Faced with a major heavily packed with their weaker subject – chemistry – these students wisely transfer out of FOS. The addition of this CMB major may thus provide them with reason to persist in the STEM courses when they otherwise would not have. While success in general and organic chemistry is still crucial for the CMB major, having an end-goal that is more in line with the interest and aptitude of these students may help motivate them to persist and succeed in the requisite chemistry courses.

The chart below provides five-year estimates for the enrollment in the CMB major. We have based these projections on the following assumptions. First, we begin with enrollment in the FOS major as the beginning indicator of the STEM population at John Jay. (First-year enrollment in FOS courses has been steady for the past four years, while enrollment in upper-level course has seen steady increases to improved retention and student success, as well as the slow but steady increase in students transferring from community colleges as part of the CUNY Justice Academy partnerships.) Next, we add 5% annual growth to this baseline that we expect to occur due to our targeted efforts to recruit more STEM students to John Jay, with the CMB major as an important additional option for those recruiting efforts. Our addition to the Macaulay Honor's College has brought reinvigorated recruitment of STEM-interested incoming students. Thirdly, we apply the historical attrition/retention rates that we have seen in the FOS major. (Efforts to reduce those attrition rates are ongoing and have shown steady

annual increases. Thus, this may lead to a slight underestimation over time.) Fourthly, we use the survey results above to estimate that 25-30% of the progressing STEM students will end up in the CMB major. Finally, we estimate that an additional ~5% of STEM students will be retained in the CMB major that would not have been in the FOS major, which captures students whose interests and aptitudes lie in the life sciences, rather than physical sciences.

Cognizant that it takes time to build momentum and interest in a new major, we "phase in" these estimates over five years' time. The sum of all of these admittedly complicated estimates are given here:

Projected enrollment, Biology B.S., years 1-5

	Year 1		Year 2		Year 3		Year 4		Year 5	
	New	Cont	New	Cont	New	Cont	New	Cont	New	Cont
FT students	10	15	20	20	25	31	38	44	35	50
PT students	5	5	10	8	10	14	15	19	15	26
Sub-Totals	15	20	30	28	35	45	45	59	50	76
Totals	35		58		80		94		126	

IV. Curriculum

The curriculum for the Cell and Molecular Biology (CMB) major was designed after careful consideration of related programs at the following CUNY peer institutions: Hunter College, City College, Queens College, and Brooklyn College; the following area peer institutions: St. John's University, Pace University, and Fordham University; and the following top-tier national institutions: Yale University, Princeton University, and Columbia University. Importantly, we do not seek to replicate any of these programs. Rather, they serve as models for pedagogically sound course scaffolding, integration of skills with content, and the typical size and scope of a biology major focused explicitly on cell and molecular studies. With these other programs in mind, we considered the specific needs and goals of the students that will pursue a CMB major here at John Jay (e.g., as opposed to another CUNY senior college), and we reflected on the strengths of our Department and the faculty involved in this program. In so doing, we have designed a Cell and Molecular Biology major that will be unique among CUNY schools, capitalizing on the distinct mission and history of our Department and our College, and that will prepare students for entry into graduate and professional program in the Biomedical Sciences.

Why Cell and Molecular Biology instead of general biology? The most important reason for the development of this major is to serve our students that are interested in graduate and professional programs in the biomedical sciences. A major specifically in CMB best serves these students by providing all of the needed prerequisites for nearly all of those programs and by also including as

electives the courses that many programs consider "desirable." For example, this CMB major will include all of the courses that are recommended for a student preparing to take the Medical College Admissions Test (MCAT). While a few of our alumni from the Forensic Science program have gone on to medical school, they had to take additional electives in order to do so. The new CMB major will serve our pre-medical students very well, as well as those students interested in other programs within biomedical science (PhD programs, pharmacy, veterinary, etc.). In addition, it is far more pedagogically sound to incorporate our department focus on forensic science into a Cell and Molecular Biology major than a general biology major. The discipline of forensic biology concerns itself with issues of cell and molecular biology routinely, while applications from general biology are more isolated.

Our biology faculty currently comprises all of the necessary sub-disciplinary expertise to mount a CMB major. In contrast, for a general biology major, we would need to add several faculty lines in the areas of ecology, botany, embryology, and vertebrate zoology, at a minimum. We would also need to acquire or construct extensive new laboratory facilities at great cost. The courses and laboratories required for a CMB major are either already existent at John Jay or well within reach with minimal financial investment. In summary, the CMB major is a far more resource-efficient choice, over that of a general biology major, in terms of number of new faculty needed, student interest, course and curriculum development, and laboratory facilities and instrumentation.

Learning Outcomes. Our proposed curriculum is based on the following learning goals that CMB students will pursue during their academic progress through the major. During our reflection on the learning outcomes of this program, we consulted the learning goals of similar programs at all of our peer institutions and many others around the country. The learning goals that we selected are particularly inspired by the learning goals of the Molecular and Cell Biology bachelors degree program at the *University of California at Berkeley*, inarguably among the strongest and most recognized undergraduate science programs at public universities in the United States.

Students who successfully complete the Cell and Molecular Biology major will be able to:

1. Understand the mathematical, chemical, and physical components of living systems.
2. Describe the basic cellular and molecular processes that underlie living organisms.
3. Engage the scientific methodology, experimentation, and theory unique to cellular and molecular biology.
4. Communicate scientific knowledge, experimentation, and ideas effectively in oral and written forms.
5. Demonstrate advanced and thorough knowledge of at least one specialized sub-discipline of biology.

Here is a schematic of our proposed major in Cell and Molecular Biology:

BS in Cell and Molecular Biology

Course name	*Number*	*credits*	*Alternatives*
General Science Foundation		**40**	
Required			
Modern Biology 1	BIO 103	5	BIO 101+102 (5 cr.)
Modern Biology 2	BIO 104	4	
General Chemistry 1	CHE 103	5	CHE 101+ 102 (5 cr.)
General Chemistry 2	CHE 104	4	
Calculus 1	MAT 241	3	
Statistics	MAT 301	3	
Organic Chemistry 1	CHE 201	4	
Organic Chemistry 2	CHE 202	4	
College Physics 1	PHY 101	4	PHY 203
College Physics 2	PHY 102	4	PHY 204
Biology Core:		**10**	
Required			
Eukaryotic Cellular Biology	BIO 205	3	
Genetics	BIO 315	3	
Molecular Biology (w/ lab)	BIO 412	4	
Biology Electives):		**13-16**	
Choose 4-6 courses (at least 2, but not more than 3, must be lab courses). Students must complete at least 13 credits of electives).			
Microbiology	BIO 211*	3	New
Forensic biology	BIO 244*	3	New
Biology of Gender & Sexuality	BIO/GEN 255	3	
Evolutionary Biology	BIO 275*	3	New
Human Physiology	BIO 355	3	
Neurobiology	BIO 375*	3	New
Forensic Anthropology	BIO 381*	3	New
Forensic DNA analysis (w/ lab)	BIO 413	4	Counts as 1 lecture & 1 lab
Biology capstone course** *(if not taken as capstone)*	BIO 488*	3	New
Biochemistry (w/ lab)	CHE 315	4	Counts as 1 lecture & 1 lab
Introduction to Toxicology	TOX 313	3	
Methods of Sci. Research	SCI 281*	3	New
Lab only choices:			
Microbiology lab	BIO 212*	2	New
Genetics lab	BIO 316*	2	New

D6

Anatomy & Physiology lab	BIO 356	2	

Capstones Courses		**3**	
Choose one			
Biology capstone course**	BIO 488*	3	New
Research Internship	FOS 402	3	
** = if FOS 402 is completed for capstone, students can take BIO 488 as an elective			
*** at least 6 cr. above are stem variant courses that satisfy the Common Core general education requirements, if students are exempt from foreign language requirement, they can use 9 cr. towards Common Core.			

	Total Credits =	**66-69*** **

Foundational Coursework. The CMB major will include the basic introductory biology, chemistry, mathematics, and physics courses that are an almost universal "basic science" core for all STEM majors nationally and internationally (except physics, mathematics, and computer science). These foundational courses are in common with all biology and chemistry majors around CUNY and prerequisites for all graduate programs in the biomedical sciences and most professional programs as well. These courses comprise the **40-credit** "General Science Foundation" in our curriculum.

Importantly, these courses all overlap with our current FOS major requirements, with one exception: Phy101-102. For FOS, only the calculus-based Phy203-204 courses fulfill the physics requirement, but for this CMB major, we will also accept the trigonometry-based college physics (Phy101-102), which is in line with other non-engineering biology majors nationally. Because these courses align so well with the foundational courses of the FOS major, students will be able to explore their interests for two full years with all (or nearly all) courses counting toward their degree, whether they select FOS or CMB.

Biology Core. Beyond the general science prerequisites, our CMB major will consist of two required courses that are an essential component of any biology major (general or specialized): Eukaryotic Cell Biology and Genetics. In addition, we include a third required core course, Molecular Biology, which is a common characteristic requirement of a cell and molecular biology major or a molecular concentration within a general biology major. These three courses work very well together and cover an overlapping array of topics from their distinct sub-disciplinary perspectives. There is some natural scaffolding already in place because, currently, Genetics is a prerequisite for Molecular Biology within the Forensic Science (FOS) major. We will leave this structure intact because this allows us to continue to treat the Molecular Biology course as an advanced learning experience that brings together topics learned throughout the program. Both FOS-MolBio and CMB students will benefit from this structure, and will also benefit from being mixed together in this course (as well as other biology electives that may select).

To further help the courses run cohesively, we have decided to use a single common advanced text in as many courses as possible. We have selected *Molecular Biology of the Cell* (*MBOC*) by Alberts, et al. as this common text. This book is a very common standard text for graduate programs in biomedical science as well as top-tier undergraduate programs. The *MBOC* book will be the primary

text for two courses: Eukaryotic Cell Biology (Bio205) and Molecular Biology (Bio412) and around 75% of the book will be covered in these two courses. In addition, a small number of individual chapters from this text will be used in Biochemistry (Che315), Genetics (Bio315), Microbiology (Bio211), and Human Physiology (Bio355). By using this one text in multiple courses, we reinforce the learning of central concepts of molecular cell biology *and* help string our courses together coherently. We believe that this will help our students see how the different course foci are interconnected through common biological underpinnings. In result, we hope that this effort toward program cohesion will facilitate deeper and more lasting learning of the core precepts of cell and molecular biology.

Biology Electives. The CMB major also requires students to select four to six additional courses as electives. At least two of these (but not more than three) must be laboratory courses. BIO 413 (Forensic DNA analysis) and CHE 315 (Biochemistry), the only 4-credit electives, would each count as both a lecture and a lab. The spread of currently planned elective courses represents broad inclusion of the various sub-disciplines of molecular biology. These courses have not been selected at random or purely based on the expertise of our biology faculty. Instead, they represent major topic areas that typically show up on standardized exams (GRE, MCAT, PCAT, etc.) or are often required or recommended by graduate and professional programs in biomedical science. For example, the list below shows elective courses that would be especially good choices for students seeking admittance into the following postgraduate programs:

Program	***Ideal Electives***
Medical/Veterinary	BIO 355, BIO 211, BIO 381, CHE 315
Pharmacy	BIO 355, TOX 313, BIO 375, CHE 315
MS/PhD, Neuroscience or Pharmacology	BIO 355, BIO 375, SCI 281, TOX 313
MS/PhD, Microbiology, Biochemistry, etc.	BIO 211, BIO 212, SCI 281, CHE 315
MS/PhD, Genetics, Genetic Counseling	BIO 255, BIO 275, BIO 316, BIO 381
MS/PhD, Forensic Science	BIO 244, TOX 313, BIO 413, CHE 315
PT/OT, Physician's Assistant, etc.	BIO 355. BIO 356, TOX 313, BIO 375

These courses represent the burgeoning fields within biomedical science and as such, will help our graduates compete at the highest levels for employment or positions in prestigious graduate programs.

Capstones. Finally, our CMB major will be completed with a three-credit capstone experience with two choices possible: a research internship (FOS 402) or a capstone course (BIO 488). FOS 402 already exists as a capstone option in the FOS major and consists of 400 hours of mentored research with one of our department faculty members. These internships are rigorous and include graded assignments that map to the very high-level learning goals of the course. Since the FOS 402 course was introduced as a capstone option in 2007, it has existed fully within our undergraduate research support program, PRISM. PRISM is a vibrant community of undergraduate scholars and support programming, fully financed by federal grants, with an impressive record of preparing students for

graduate and professional programs.[13] Students who wish to pursue postgraduate study will most benefit from the research experience and will be strongly counseled to take that capstone course.

We will also develop a separate capstone course for CMB majors that are not drawn to scientific research or otherwise choose not to take FOS 402. The BIO 488 course will have all three biology core courses as prerequisites and is designed to be taken in the senior year. It will be a true capstone experience and the focus of the course, as well as the faculty member teaching it, will change each semester. Each term, the faculty member will select a theme, a current topic in cell and molecular biology research. Examples of possible topics include: Cancer Biology and Research, Genomics and Bioinformatics, Neurodegenerative Disorders, the Biology of Viruses, Microbial Pathogenesis, and The Evolution of *Homo sapiens*. These courses will be designed to draw on knowledge and skills learned in the "Biology Core" courses, and importantly, will be driven primarily by the reading, analysis, and critique of scientific articles. Students will explore the relevant literature, both historical/foundational and current, and will give presentations, lead discussions, and be asked to develop their own original ideas about the current state of research in the topic of choice.

In addition, the BIO 488 course will engage students in critical analysis of the discipline and practice of biological science and its role in society vis-à-vis the special topic at hand. As described below, students will reflect on fundamental questions regarding *why* the research community explores certain questions, what will be done with the knowledge, and how this work can and should be put toward the betterment of individuals and society. Special attention will be paid to justice implications, as described below, via topics including, but not limited to public health, epidemics and pandemics, health disparities by race, ethnicity, socioeconomic class, gender, and incarceration status, and public science and medical policy. Such issues are already a regular part of the other capstone experience, Fos402, undergraduate research internship.

Although the BIO 488 and FOS 402 capstone courses are both designed to expose students to the research world of molecular biology and the scientific literature, there may be students who wish to pursue both courses, particularly if one of the chosen topics of Bio488 resonates strongly with them. In this event, a student that completes FOS 402 can then count BIO 488 as one of the four required "biology elective" courses (though not as a lab course, since this will not involve a wet-laboratory component).

Writing, Oral Presentations, and Ethics Across the Curriculum. Our major will include a substantial amount of writing in all courses, as mandated by the writing across the curriculum (WAC) standards at John Jay College. Writing assignments will include detailed lab reports in all laboratory courses, analysis and critique research papers in the advanced courses, especially the capstones and the BIO 412 course. In fact, one of the biology elective courses (CHE 315) is offered as an official writing-intensive course. In this course, students are taken through the process of scientific writing in great detail. Visits to the Writing Center for one-on-one tutoring are a required component of this course and the section size of this course (14) allows extensive personal instruction on writing. In addition, students are taught to edit, revise, and critique each other's work and develop the iterative revision process common in scientific writing. **Large-scale research papers are also required in BIO 205 (a core requirement), BIO 315 (a core requirement), BIO 255 (an elective), and BIO 244 (an elective).**

---

[13] Carpi, Falconer, Ronan, and Lents, Journal of Hispanic Higher Education 2013.

Ethics and a critical analysis of the discipline will be a markedly prominent aspect of the CMB major, inheriting this focus from the Forensic Science major. Upper-level science courses at John Jay often place substantial focus on ethics, responsible conduct, and criticism/skepticism of scientific approaches and results. This is due to the unique nature of the forensic science discipline in which its daily practice places the life and liberty of human beings in jeopardy (both the accused and the public). Each course specifically incorporates instruction on the responsible and ethical practice of that discipline. Some courses have explicit modules on ethics, including the required courses BIO 104, BIO 315, BIO 412, and both capstone courses. The following electives also include specific modules on ethical and responsible conduct: BIO 244, SCI 281, BIO 255, TOX 313, BIO 355, BIO 356, and BIO 413. In this way, the principles of ethical conduct in research will be fully acculturated into the major.

Critical analysis of the discipline and its practice will also be incorporated into the CMB major. This is part of a department-wide effort to increasingly engage students with the scientific literature. For example, we have introduced the reading and analysis of primary scientific manuscripts into the recitation sessions of 100-level biology courses. Nationally, many programs delay students' access to the scientific literature until very advanced or even graduate courses. We are employing the opposite approach. We are making students familiar with the process and nature of scientific research including the importance of controls, objectivity, ethics, statistical analyses, skepticism, the avoidance of dogma, alternative explanations and hypotheses, and creative thinking. Courses that have specific modules on critical analysis include the required courses of BIO 315, CHE 315, BIO 412, and both capstone courses. Elective courses with specific inclusion of critical analysis include BIO 205, BIO 211, BIO 244, BIO 255, SCI 281, and BIO 356.

Justice Issues in Biology. The study of biological science would be incomplete without introducing students to issues concerning public health and the role of science in society. In addition, these topics represent an opportunity to incorporate the College's focus on justice into this major. While many courses will cover these topics in their unique disciplinary way, several merit special mention here. BIO 315 (Genetics), a core course in this major, includes a module specifically on genetic engineering in the agricultural, medical, and research industries and the social and environmental impacts thereof. These topics are first introduced in BIO 104 (Modern Biology II), so students will be familiar with them and prepared for a more advanced consideration. Special coverage of health disparities across racial, socioeconomic, and geographic divisions exists in the course BIO 355 (Human Physiology) as well as the ethical considerations of therapeutic cloning and embryonic stem cell research. These, too, are first introduced in BIO 104.

BIO 104 also contains a module on ecology, a field which is currently dominated with research into the effects of habitat destruction and climate change on inter- and intra-species dynamics. Furthermore, in both the ecology module and the module on micro- and macro-evolution, concepts of how species interact with their environment are covered. The study of the history of life on earth, also explicitly covered in BIO 104, contains many important lessons for modern society regarding the effect of sudden changes in environment on the health and vitality of species. In addition, a new course in evolutionary biology, BIO 275, will cover all of these topics in even more detail, with additional time to explicitly cover the effect of impending climate change and large-scale landscape destruction on various ecological niches around the biosphere. Further still, we anticipate a new faculty hire in the area of ecology and/or

environmental science in the next few years, who shall develop courses in this area that will be suitable for both this CMB major, the biology minor, and the minor in sustainability studies.

BIO 255, an elective choice in the major, offers extensive coverage of biological topics pertaining to gender and sexuality. The course dedicates extensive class time on reproductive physiology including pregnancy, contraception, miscarriage, infertility, abortion, and childbirth, including how various regulations and legislations affect related medical practice. In addition, the course sheds light on the historical and contemporary under-representation of women in the highest levels of the health and research professions and how this has led to patriarchal and chauvinistic bias in scientific practice, interpretation, and research funding priorities. Similarly, the course explores the biological study of sexuality and how heteronormative and masculine-bias interpretations have compromised centuries of research regarding sexuality in both humans and animals. Finally, the course includes extensive discussion of the biology of intersex and transgender conditions, pointing out key differences between genetic sex, phenotypic sex, and sexual identity.

As the justice implications of the study of biology is a high-order skill, the capstone is a most appropriate context for such exploration. Specifically, the BIO 488 course (special topics capstone) will be explicitly focused on deep exploration of the scientific literature, both historic and recent, for a current cutting-edge topic in biological sciences (see examples listed above). Importantly, we will leave "no stone unturned" and challenge students to probe issues of why certain research approaches are being pursued, how funding priorities are established, what possible societal implications exist, and so on. This important "step back" from simply examining specific data from individual research papers is all-important for placing scientific research into its full context. Science does not happen in a vacuum; it affects, and is affected by, society. For example, research priorities and even scientific interpretations of data have long been influenced by sexist, racist, heteronormative, moralistic, religious, and western imperialistic prejudices. In the capstone course, we will challenge students to explore the effect of such prejudices on the past and current practice of science. The research capstone option, Fos402, employs all of these same approaches, except in the context of the students' own research projects. In fact, this meta-analytic approach of teaching critical examination of the discipline has been a hallmark of the Fos402 research internship since its inception in 2007.

Curriculum Planning and Academic Timeline. The proposed CMB major is readily attainable during a typical four-year full-time timeline of student progress. Summer terms would not be required for timely completion of the major, an important consideration for students dependent on financial aid. However, many courses in this major are indeed offered over the summer terms (BIO104, CHE 104, CHE 202, MAT 141, MAT 241, CHE 315). Thus, we can advise students who want to "get ahead" or lighten their load during the academic year to take summer courses. See Appendix C. Table 3 for the Program of Study. In addition, below are the advisement plans that will be provided to CMB majors and used by faculty and academic advisors to help guide students through the major:

It is also notable that some courses that are required in the CMB major also fulfill general education requirements in the natural sciences as "STEM variants" (in the Pathways terminology). This, too, reduces the overall "size" of the CMB major such that each and every student will have the opportunity to take at least four general electives at the college. Most students will be able to take five such electives and some will be able to take six. This depends on which math course they are able to

take first, which electives they choose, since CHE 315 and BIO 413 count as two biology electives, and if they are exempt from foreign language.

While the plan of study will suit the majority of students in the CMB major, some students may begin their studies at John Jay without being fully prepared for this path. Such students are those that do not test into MAT 141 (Pre-Calculus) or who begin either/both of the "paced" curricula in biology or chemistry (BIO 101 instead of BIO103, and/or CHE 101 instead of CHE 103). Importantly, there is no reason that these students cannot also complete the major on schedule, even, potentially, without any need for summer courses (although the utilization of summer terms would substantially ease the timely completion of the major). For example, a student who must begin in MAT 105 (College Algebra), instead of MAT 141, would simply consume one of his or her five general electives and the completion of the math and physics courses would shift down one semester. This would cause no curricular or pedagogical problems for these students. Similarly, BIO 101 and CHE 101 students would simply shift their progress on biology and chemistry courses downward by one semester. They would thus complete general educational requirements slightly faster in exchange. Because most courses in our curriculum are or soon will be offered at least twice per year and we do not excessively layer the prerequisites for advanced courses, students will have great flexibility in the pace at which they pursue the curriculum. An aggressive student could easily complete the major in seven semesters, especially if summer offerings are included.

V. Cost Assessment

The additional cost to mount this major in Cell and Molecular Biology (CMB) is minimal because the College will already have, by fall 2014, enough faculty in this area, and the required faculty expertise, to offer the minimally required courses. These faculty are currently involved in teaching biology courses for the Forensic Science (FOS) major, which they will continue to do. There is considerable overlap between the biology course for the FOS major and those of the CMB major and all of the courses in the CMB major will be available as elective choices for students in the FOS major, which have already proved to be popular courses for these students. In addition, the department is currently running two faculty searches in the area of Toxicology and Entomology. Both of these new additions will add to our capacity in the area of cell and molecular biology. As of February 2014, the interviews have been completed and the department is preparing to forward our hiring recommendations to the Provost.

Notwithstanding our ability to launch the CMB major with our currently allocated faculty lines, the major would benefit from additional faculty lines as a means to continue to expand and diversify our course options. A proposal for a Biology minor passed the John Jay College Council in fall of 2013. Although those course offerings are wholly contained within the list of courses for the CMB major, the biology minor program will draw students from outside the STEM majors (primarily Psychology and Criminal Justice students, we predict). We look forward to the pedagogical value of mixing students from different majors in the biology courses. Importantly, if the proposed revision of entrance requirements to the STEM majors is realized, this will counter our envisioned increases in STEM student enrollment in the upper-level courses and abrogate the need for additional faculty for this program.

No new laboratory construction is currently necessary to launch these courses, as the department recently relocated to the New Building at John Jay College. This move brought a substantial increase in our laboratory space. Although it would be a stretch to say that "extra space" abounds in our laboratory operations, the Deputy Chair of the Science Department for Course and Space Scheduling confirms that there is currently sufficient laboratory capacity to expand the biology laboratory course offerings in order to run the CMB major. The new laboratory courses, however, will require the acquisition of additional equipment, instrumentation, and supplies. The Chair of the Department, together with the Chief CLT both fully support this proposal and have agreed to make the outfitting of these new laboratory courses a priority in the Department base budget. When the new admissions standards for the FOS major are implemented, resources will be freed up from that materials budget to accommodate the CMB major and other new STEM majors.

No new library acquisitions, memberships, or subscriptions are required for this proposal, above and beyond the regular requests that come from faculty research interests. Importantly, the primary literature in the biomedical sciences is in a state of moving toward free and open access. The proliferation and prominence of open-accessing publishing continues each year. In addition, federal law requires that all research supported with federal grants be made freely and publically available six months following the original publication date. Because most research in the biomedical sciences is conducted with support from the National Institutes of Health and the National Science Foundation, the overwhelming majority of primary journal articles are now accessible to anyone with an Internet connection.

VI. Evaluation and Assessment

The Department of Sciences will take substantial steps to assure that the CMB major is meeting its learning goals and serving its students as intended. Outcomes assessment for all courses will be evaluated as part of our department's ongoing commitment to assess the achievement of learning goals in all courses. We have implemented a five-year cycle of outcomes assessment and these courses are already, or will be upon creation, included in that effort.

Assessment of the broader program learning goals will also be conducted in the following manner. First, the individual learning goals of all courses in the major will be mapped to the learning goals of the CMB major. This exercise, already conducted for the FOS major, is an excellent practice for identifying gaps in the coverage of declared learning goals. Such gaps will be addressed through revision of the learning goals of courses, which will likely involve official course revision through the college curriculum governance.

Program Review. As mentioned above, John Jay College has institutionalized a five-year cycle of curricular review of programs and majors. The curricular review involves preparation of a self study report by the faculty of the major or department, a site visit by outside evaluators, and the development of an action plan with the Dean of Undergraduate Studies. If warranted, curricular revision would occur in the subsequent year. In our case, we will pay special attention to the fate of our alumni and carefully track their acceptance to graduate programs. This is part of an ongoing effort through the PRISM program and inclusion of CMB majors into that effort will be automatic. We will conduct periodic surveys of employers and graduate programs into which our students matriculate so that we can assess how well our program prepared students for their subsequent careers.

Methods of Assessment. At the beginning of every academic year, the department curriculum committee will develop and implement a plan for reviewing some aspect of the program's overall performance in preparing students to meet or exceed the program learning outcomes of the major. This will be done, first and foremost, through the assessment of learning goal achievement in specific courses, particularly the capstones. Periodically, we will require instructors to submit samples of work, whether examinations, research papers, or projects, which will be subjected to independent review by a panel of faculty members. The department curriculum committee, working with the major coordinator, will oversee the implementation of the assessment plan each year. Each year will bring focus to a different core course or capstone, along with a subset of the electives. Thus, the entire major will be completely and continually evaluated in a five-year cycle. Likely over the summer, data collected during outcomes assessment will be analyzed and compiled into an annual report.

Feedback and Reporting. The annual outcomes assessment report will be distributed to all program faculty before the start of the next academic year and will be discussed at the first faculty meeting of the year. Thus, individual instructors will be made aware of student achievement throughout the program, even if their own courses were not subject to assessment in a given year. The most immediate advantage of this is that all faculty will be made aware of any weaknesses, gaps, and misconceptions that may occur in the formation of our students, so that measures can be taken to address them broadly and swiftly. The department curriculum committee will then be charged with identifying and implementing any course or program revisions that the department deems necessary to achieve the learning goals.

Appendix A. – Full-time Biology Faculty

Appendix A – Full-time Biology Faculty (alphabetical order)

1. Shu-Yuan Cheng earned a BS in pharmacy from Taipei Medical College in Taiwan and an M.S. and a Ph.D. in Toxicology from St. John's University. She has postdoctoral training in molecular biology and biochemistry at New York Medical College and in psychiatry and pharmacology at NYU School of Medicine. In 2008, Professor Cheng joined the faculty of John Jay College as Assistant Professor of Toxicology. She has received funding from the National Science Foundation to study the protein function and regulation of pokeweed antiviral protein and has authored 10 research articles since 2004. Professor Cheng's current research focus is in the toxic mechanism of dithiocarbamates in association with neurodegenerative diseases.

   At John Jay, Professor Cheng has taught Bio356, Bio412, and Tox313, and other course in toxicology at the undergraduate and graduate level. She developed Bio255 and will develop Bio375. She will also be in the regular rotation to teach Bio488 (biology capstone course) and topics that she will employ include Neurodegenerative Disorders, and Cellular Forensic Toxicology.

2. Angelique Corthals earned a B.A./M.A. in Anthropology and Archaeology from the Université Libre de Bruxelles, an M.Phil. and D. Phil. In Anthropology from the University of Oxford, did postdoctoral work at the American Museum of Natural History, and has worked as a lecturer at the University of Manchester and Stony Brook University. Dr. Corthals joined the faculty of John Jay College in 2009 as an Assistant Professor of Biology. Her research interests include etiology, ecology, and epigenetics of autoimmune and infectious diseases as well as the evolutionary history of human populations, with special focus on paleo-pathology.

   To date, Professor Corthals has taught in the introductory biology courses, Bio255, Bio412, as well as forensic anthropology at the graduate level. She will develop and teach Bio281 (forensic anthropology) and will serve in the regular rotation of instructors teaching the capstone course (Bio488)

3. Lissette Delgado-Cruzata earned a B.Sc. in Biochemistry from the University of Havana, an M.P.H from the Mailman School of Public Health at Columbia University, a Ph.D. in Environmental Health Sciences from Columbia University and did postdoctoral training in cancer epidemiology and biomarker development at the Columbia Cancer Epidemiology Program. She joined the faculty of John Jay College in 2013 as an Assistant Professor of Biology. Professor Delgado-Cruzata has received funding from the National Cancer Institute and has authored twelve research articles, and one review article. Professor Delgado-Cruzata's current research interests focus on understanding epigenetic changes associated with the etiology of breast cancer, and the application of this research in population and family studies. She also has an interest in developing epigenetic markers for forensic identification of tissue samples.

   To date, Professor Delgado-Cruzata has taught in the introductory biology courses, but she will eventually teach in genetics and molecular biology courses and she plans to develop and teach future elective courses in public health. She will be in the regular rotation to teach Bio488 (biology capstone course) and topics that he will employ include Cancer Biology and Research and Epigenetics.

4. Artem V. Domashevskiy earned a B.A. in Chemistry from Hunter College, a PhD in Biochemistry and Molecular Biophysics from the Graduate Center, CUNY, and postdoctoral training in Molecular Plant Biochemistry at John Jay College. He joined the faculty of John Jay in 2012. Professor

Domashevskiy has received funding from the PSC-CUNY program and the Program for Research Initiatives for Science Majors (PRISM) at John Jay College. He has authored peer-reviewed research articles, and presented his research at various scientific conferences.

Professor Domashevskiy's current research interests reside in studying ribosome inactivating proteins (RIPs) from plants, specifically pokeweed antiviral protein (PAP) isolated from Phytolacca americana plant. His laboratory uses methods in molecular biology and biophysics to study structure, function, and antiviral properties of PAP.

Professor Domashevskiy teaches, and serves as the course coordinator for, Che315 (Biochemistry), which is a required course in the major, despite being listed as a chemistry course. He has also taught introductory chemistry courses at John Jay (Che10x), also required in the CMB major. In the future, he has expressed interest in developing a course for the CMB major in structural biology, either as a capstone (Bio488) or a permanent standing course.

5. Lawrence Kobilinsky earned a BS and MA in Biology from the City College of New York, a Ph.D. in Biology from the Graduate Center of the City University of New York, and completed postdoctoral training in Immunology at Mount Sinai School of Medicine and Memorial Sloan-Kettering Cancer Center in New York City. He joined the faculty of John Jay College in 1981 and has since been tenured and promoted to full Professor. He has also served as Interim Dean of Graduate Studies, Interim Dean of Undergraduate Studies, Associate Provost, Science Advisor to the President, and has been the chair of the Department of Sciences since 2007. He is a member of 18 professional organizations, has authored numerous peer-reviewed manuscripts and review articles, and is the author or editor of five books.

   To date, Professor Kobilinsky has taught in the following biology courses: Bio103 and Bio104. He has developed a biology course for the general education curriculum, and will teach in the regular rotation of Bio488 (biology capstone course) on topics related to forensic biology.

6. Nathan H. Lents – earned a BS in Molecular Biology from Saint Louis University, a Ph.D. in Physiology and Pharmacology from S.L.U. Medical School, and postdoctoral training in genomics, bioinformatics, and gene expression control at NYU Cancer Institute. He joined the faculty of John Jay College in 2006 and was tenured and promoted to Associate Professor in 2011. Professor Lents has received funding from the National Institutes of Health, the National Science Foundation, the U.S. Department of Education, and the Susan G. Komen Breast Cancer Foundation. Since 2002, he has authored 23 research articles, four review or opinion articles, and one book chapter. Professor Lents's current research interests reside in the molecular mechanisms of gene expression control in specific physiological contexts, for example during hematopoietic differentiation. In addition, he has also conducted and published research in the realm of Forensic Biology and Toxicology and on the use of educational innovations in science pedagogy and curriculum.

   To date, Professor Lents has taught in the following biology courses: Bio101, Bio102, Bio103, Bio104, Bio255, and Bio355. He developed Bio255 and Bio355. He will develop and teach Bio205. He will be in the regular rotation to teach Bio488 (biology capstone course) and topics that he will employ include Cancer Biology and Research, and Bioinformatics/Genomics.

7. Richard Li earned a MS in Forensic Science from the University of New Haven and a Ph.D. in Molecular Biology from University of Wisconsin-Madison. He joined the faculty of John Jay College as an Associated Professor in 2008. Professor Li has received funding from the National Institute of

Justice. Since 2002, he has authored 10 research articles, four review or opinion articles, and one book chapter. Professor Li's current research interests reside in the forensic analysis of biological evidence. The research includes two aspects. The first aspect is the application of forensic DNA techniques for human identification. The second aspect is forensic toxicology of postmortem samples. In particular, the lab is working on the extraction methods of controlled substances from complex matrices, including biological fluids and solid tissue samples.

To date, Professor Li has taught in the following biology courses: Bio315, Bio412 (lecture and lab), and Bio413 (lecture and lab), as well as the forensic science course Fos108. He is developing and will teach the forensic biology course (Bio2xx) and will serve in the regular rotation of the biology capstone course (Bio488) employing topics from forensic biology and toxicology.

8. Mechthild Prinz earned a MS in Biology from Cologne University in Germany, and a Ph.D. in Human Biology from the University of Ulm, also in Germany. She spend most of her career in two different forensic DNA laboratories, with her most recent position being the director of the Forensic Biology Department of the New York City Office of Chief Medical Examiner. In all of her DNA laboratory positions, Dr. Prinz was involved in research activities and had several projects funded by the National Institute of Justice. She has authored 46 research articles, eight reviews or scientific recommendations, and one book chapter. Professor Prinz's current research interests involve mostly topics connected to the forensic application of polymorphic DNA markers.

9. Jason Rauceo earned a B.A. in Biology from Hunter College, a Ph.D. in Cellular, Molecular, and Developmental Biology from The Graduate Center of the City University of New York, and postdoctoral training in microbial genetics, genomics, and fungal gene regulation at Columbia University. He joined the faculty of John Jay College in 2008 and is currently an Assistant Professor. Professor Rauceo has received funding from the National Institutes of Health. Since 2004, he has authored 11 peer-reviewed research articles.

   Professor Rauceo's current research interests focuses on Candida albicans, the most common opportunistic fungal pathogen, which causes superficial to potentially deadly systemic infections in the human host. Specifically, he is interested in the cellular signaling and genetic adaptive mechanisms to stress caused by varying microenvironments and antifungal drugs.

   To date, Professor Rauceo has taught in the following biology courses: Bio101, Bio102, Bio103, Bio104, Bio315, and Bio412. He developed and taught Bio291 (which will become Bio211). He will develop and teach Bio212 and Bio316. He will be in the regular rotation to teach Bio488 (biology capstone course) and topics that he will employ include host-pathogen interactions, mycology, and cellular signaling.

10. Richard Stripp earned a B.S., M.S., and Ph.D. in Toxicology/Pharmacology from St. John's University. He has worked as a practicing Forensic Toxicologist for over twenty years and joined the faculty of John Jay College in 2004 as an Assistant Professor of Toxicology. Dr. Stripp's research focuses on the measurement of drugs and chemicals in biological matrices and the assessment of their associated effects.

    To date, Professor Stripp has taught the following courses listed in the CMB program: Tox313. In addition, Professor Stripp is involved in the planning of additional courses in toxicology, some of which may be included as electives in the CMB major.

D6

11. Margaret Wallace earned a Ph.D. in Biochemistry from the Graduate Center of the City University of New York. She joined the faculty of John Jay College in 1999 and was tenured in 2004 and promoted to Associate Professor in 2006. Professor Wallace has received funding from the National Institute of Justice, the NYC Department of Education, the U.S. Department of Education, and the American Academy of Forensic Sciences.

    Professor Wallace's research interests include human identification using PCR-STRs, plant and insect genotyping using Amplified Fragment Length Polymorphism (AFLP), and microbial forensics. Professor Wallace has published research and review articles and one book chapter in the fields of forensic biology and microbial genomics.

    To date, Professor Wallace has taught in the following biology courses: Bio103, Bio104, Bio315, Bio412, the latter two of which she personally developed for John Jay. She has also taught several graduate courses in the Forensic Science program, of which she is also currently the Director.

Appendix B. Current Course Descriptions and New Course Syllabi

Course Descriptions of Existing Courses

BIO 101 Paced Modern Biology 1-A
3 hours, 2 credits

Paced Modern Biology 1-A is the first course in the two-semester alternative to Modern Biology I for those students who do not place into Biology 103. The series is an in-depth exploration of the basic properties of living systems on the molecular, cellular, and organismic levels. Topics in Biology 1-A include cell structure and function, structure and function of macromolecules, energetic, cellular respiration and photosynthesis. The entire 101/102 series must be completed in order to receive credit as a general education science equivalent.
Prerequisite: BIO 101 is available to students who do not place into BIO 103 and are majoring in Forensic Science

BIO 102 Paced Modern Biology 1-B

6 hours; 3 hours lecture, 3 hours laboratory; 3 credits

Paced Modern Biology 1-A/1-B is a two-semester alternative to Modern Biology I for those students who do not place into Biology 103. The series is an in-depth exploration of the basic properties of living systems on the molecular, cellular, and organismic levels. Topics in Biology 1-B include gene structure, function, and regulation. In the laboratory students will learn basic laboratory skills and experimental techniques, including measurement, identification of macromolecules, genetic crosses, and forensic DNA analysis. The entire 101/102 series must be completed in order to receive credit as a general education science equivalent.
Prerequisites: BIO 101 *and* majoring in Forensic Science
Note: This course satisfies the Required Core: Life & Physical Sciences area OR the Flexible Core: Scientific World area of the Gen Ed Program.

BIO 103 Modern Biology 1

7 ½ hours; 3 hours lecture, 1 ½ hours recitation, 3 hours laboratory; 5 credits

Modern Biology I is the first half of an in-depth exploration of the basic properties of living systems on the molecular and cellular levels. Students will be introduced to cell structure, metabolism and respiration, photosynthesis, and genetics. Representative organisms from the prokaryotic and eukaryotic kingdoms are studied in detail. The laboratory portion of the course is designed to reinforce the concepts taught in the lecture and to teach basic laboratory skills. This course is designed for students with a science background and for Forensic Science majors.
Prerequisites: SAT Verbal score of 520 or higher or completion of the New York State Biology Regents with a score of at least 80%. Students who did not take the Biology Regents will need departmental permission.
Note: This course satisfies the Required Core: Life & Physical Sciences area OR the Flexible Core: Scientific World area of the Gen Ed Program.

BIO 104 Modern Biology 2

7 ½ hours: 3 hours lecture, 1 ½ hours recitation, 3 hours laboratory; 4 credits

This course is the second half of the Modern Biology sequence. It continues the in-depth exploration of the basic properties of living systems on the molecular, cellular, and organismal levels. In addition, evolution and ecology are introduced. Representative organisms from the plant and animal kingdoms are

studied in detail. The laboratory portion of the course emphasizes phylogeny and teaches basic microscopy and dissection skills. This course is designed for students with a science background and for Forensic Science majors.
Prerequisites: BIO 103, or BIO 101 + BIO 102
Note: This course satisfies the Required Core: Life & Physical Sciences OR Flexible Core: Scientific World areas of the Gen Ed Program.

BIO 205 Eukaryotic Cell Biology
3 hours, 3 credits

The domain of life known as Eukarya consists of Plants, Animals, Fungi, and Protists, whose cells contain a nucleus and other membrane-bound organelles, contrasting them with prokaryotes (bacteria and archaea), which do not. In Bio205, students will explore the cells of eukaryotes, with a focus on human cells. Major topics include the structure, function, and biosynthesis of cellular membranes and organelles; subcellular traffic of molecules; cellular energy metabolism; receptors and cellular signaling; the cytoskeleton, the extracellular matrix, cellular attachments and cell movements; the evolution of cellular structures and multicellularity; and cell growth and oncogenic transformation. Students will be introduced to the scientific literature of cell biology and learn to explore and critique cellular research strategies. Scientific ethics, objectivity, experimental design, and critical analysis of the discipline will be stressed throughout.
Prerequisites: ENG 101, BIO 104, CHE 103 (or CHE 101+CHE 102)

BIO 255/ GEN 255 The Biology of Gender and Sexuality
3 hours, 3 credits

This course approaches the issues of gender and sexuality from the perspective of the biological sciences. By exploring the evolutionary origins of sexual reproduction, students will gain new insights into how and why sex and gender differences in animals, including humans, came to be. By gaining a solid grounding in basic sex-specific anatomy, physiology, and endocrinology, students will have a framework to consider several further topics, such as: gender-based medicine and the masculinized state of priorities in the biomedical industry; hermaphroditism, transexualism, and sexual reassignment; and reproductive biology and medicine. Finally, the course will examine sexual orientation and the study of its biological nature and origin, both in humans and in the animal world.
Prerequisites: ENG 101, and SCI 110 or NSC107 or BIO103 or (BIO 101 *and* BIO 102)
Note: This course satisfies the Flexible Core: Scientific World area of the Gen Ed Program.

BIO 315 Genetics
3 hours, 3 credits

Genetics is an introduction to the field of modern genetics. Topics are drawn from classical, molecular and population genetics and include the nature of genetic variation, genetic disorders, genomics, recombinant DNA and genetic engineering techniques. Emphasis is placed on quantitative analysis and problem solving.
Prerequisites: ENG 201, BIO 104, MAT 301

BIO 355 Human Physiology
3 hours, 3 credits

This lecture course will explore the molecular physiological function of the cells, tissues, organs, and organ systems of the human body. Special attention will be paid to homeostasis and the integrated coordination of these diverse organ systems, the pathophysiology of common

diseases, and pharmacological strategies to treat the underlying pathology. In addition to in-class examinations, students will research and deliver class presentations on diseases throughout the semester.
Prerequisites: ENG 201, BIO 104, and CHE 102 or CHE 103

BIO 356 Anatomy and Physiology Lab
3 hours, 2 credits

The course will provide students with a hands-on exploration of the structure and physiology of the human body by using various dissecting models, sheep organs, microscope slides, and preserved rats. There will also be exploration of human physiology and physiological experiments on, and dissection of, live frogs. The course will begin with a discussion on the ethics of live dissections and the use of animals in scientific and medical research. The course will then continue with an introduction to anatomy and its various branches. The course will connect anatomical structure to physiological function and then to pathophysiology of special topics including pregnancy, injury, aging, and disease states.
Prerequisite: ENG 201. *Prerequisite or Co-requisite:* BIO 355

BIO 412 Molecular Biology w/lab

9 hours: 3 hours lecture, 6 hours laboratory; 4 credits

Molecular Biology I provides an overview of the current concepts and techniques in molecular biology. Lecture topics include the molecular structure of cells, basic genetic mechanisms, control of gene expression in prokaryotes and eukaryotes, DNA replication, repair and recombination, and protein structure and function. The laboratory experiments introduce basic experimental techniques and research methodology, including cell culture, recombinant DNA techniques, transformation, DNA extraction, electrophoresis, Southern and Western blotting, and DNA sequencing and analysis.
Prerequisites: ENG 102 or ENG 201, BIO 315, *and* CHE 315

BIO 413 Forensic DNA Analysis

9 hours: 3 hours lecture, 6 hours laboratory; 4 credits

BIO 413 consists of lectures and laboratory experiments in molecular biology with special emphasis placed on forensic DNA analysis. Lecture topics include an overview of forensic biology, statistics and population genetics including: sample collection; bioethics; DNA extraction, quantitation, and typing; databases; lab validation including quality assurance and quality control, and emerging.
Prerequisites: ENG 201, *and* BIO 412

CHE 101 General Chemistry 1-A

4 hours: 3 hours lecture, 1 hour recitation; 2 credits

This course is primarily intended for students who have not taken high school chemistry or who have received a grade of less than 80% on the New York State Chemistry Regents Examination but are interested in being a Forensic Science or Fire Science major, or are interested in developing a strong knowledge base of general chemistry principles. The course provides students with a better understanding of the chemical world around us and is a prerequisite for more advanced chemistry courses. CHE 101 is the first semester of the two-semester CHE 101-102 sequence, which is equivalent in content to CHE 103 but done at a slower pace with emphasis on developing needed skills. Topics include: a review of basic mathematical tools used in chemistry, the structure of the atom, stoichiometric calculations, aqueous solutions, gases, and an introduction to the periodic table of

elements.
Prerequisites: Open to students who have not had high school chemistry, or who received a grade of C or lower in high school chemistry, or who received a grade of less than 80% on the Chemistry Regents. This course is restricted to Forensic Science majors.
Co-requisite: MAT 104 or MAT 105

CHE 102 General Chemistry 1-B

7 hours: 3 hours lecture, 1 hour recitation, 3 hours laboratory; 3 credits

This course is the second semester of the CHE 101-102 sequence. Topics include the hydrogen atom, electron configurations, Lewis structures, theories of bonding, thermochemistry, properties of pure liquids and solids, solutions, and colligative properties. Laboratory exercises will include small scale, semi-quantitative experiments related to the lecture topics covered in the CHE 101-102 sequence. The entire 101-102 series must be completed in order to receive credit as a general education science equivalent.
Prerequisite: CHE 101. This course is restricted to Forensic Science majors.
Note: This course satisfies the Required Core: Life & Physical Sciences area OR the Flexible Core: Scientific World area of the Gen Ed Program.

CHE 103 General Chemistry 1

7 1/2 hours: 3 hours lecture, 1 1/2 hours recitation, 3 hours laboratory; 5 credits

This is a basic course in chemistry dealing with modern atomic and molecular theory. It introduces the basic properties and reactions of the elements and the compounds, which will be explored in greater detail in General Chemistry II. Laboratory exercises stress principles of qualitative and semi-quantitative experimentation. They will foster a better understanding of chemical principles and ensure that the necessary skills are developed to work in a scientific laboratory safely and effectively. This course is designed for students with a science background and for Forensic Science and Fire Science majors. Regents level high school chemistry is highly desired.
Prerequisites: Placement into MAT 141 or higher, or placement into MAT 104 or MAT 105 *and* a score of 80% or higher on the New York State Chemistry Regents. Students who did not take the Chemistry Regents will need departmental permission.
Note: This course satisfies the Required Core: Life & Physical Sciences area OR the Flexible Core: Scientific World area of the Gen Ed Program.

CHE 104 General Chemistry 2
7 ½ hours: 3 hours lecture, 1 ½ hours recitation, 3 hours laboratory; 4 credits

This is the second half of beginning chemistry. It builds on the basic properties and reactions of the elements and the compounds learned in the first semester of general chemistry and ends with an introduction to organic chemistry. The laboratory stresses principles of qualitative and semi-quantitative experimentation and fosters competence in the skills needed to work safely and effectively in a scientific laboratory. This course is designed for students with a science background and for Forensic Science and Fire Science majors. Regents level high school chemistry is desired.
Prerequisites: CHE 103, or an average grade of 2.0 or better in CHE 101-102 or equivalent, *and* completion of MAT 104 or MAT 105 or equivalent
Note: This course satisfies the Required Core: Life & Physical Sciences area or the Flexible Core: Scientific World area of the Gen Ed Program.

CHE 201 Organic Chemistry 1

7 1/2 hours each: 3 hours lecture, 1 1/2 hours recitation, 3 hours laboratory; 4 credits

Introductory study of properties and behavior of organic molecules including, nomenclature, structure and bonding, reaction mechanisms, synthetic methods, and modern spectroscopic techniques for structural analysis. Concurrent laboratory work utilizing modern semi-micro methodology for synthesis, purification and analysis.
Prerequisites: ENG 101, CHE 104
Note: This course satisfies the Required Core: Life & Physical Sciences area OR the Flexible Core: Scientific World area of the Gen Ed Program.

CHE 202 Organic Chemistry 2

7 1/2 hours each: 3 hours lecture, 1 1/2 hours recitation, 3 hours laboratory; 4 credits

Introductory study of properties and behavior of organic molecules including, nomenclature, structure and bonding, reaction mechanisms, synthetic methods, and modern spectroscopic techniques for structural analysis. Concurrent laboratory work utilizing modern semi-micro methodology for synthesis, purification and analysis.
Prerequisites: ENG 101, CHE 104
Note: This course satisfies the Required Core: Life & Physical Sciences area OR the Flexible Core: Scientific World area of the Gen Ed Program.

CHE 315 Biochemistry

6 hours: 3 hours lecture, 3 hours laboratory; 4 credits

This course provides a fundamental and detailed introduction to modern biochemistry. Lecture topics include amino acids and proteins, nucleic acids, lipids, carbohydrates, classical bioenergetics and metabolism. Emphasis is placed on contemporary applications of protein and nucleic acid biochemistry. Forensic applications of and special topics in biochemistry are integrated with the course material. Modern laboratory procedures in biochemistry, including biomolecular purification, analysis, and spectroscopic thermodynamic and kinetic techniques are introduced. Current methods of graphical presentation and mathematical analysis of experimental data are applied.
Prerequisites: ENG 201, BIO 104, CHE 201-202, PHY 204, MAT 242

FOS 402 Research Internship

3 hours, 3 credits

This course is an alternative to the Forensic Science Laboratory Internship for those students interested in participating in faculty-mentored research. Especially designed for students with an interest in post-graduate study, this course requires that students commit at least 400 hours to participating in a faculty-mentored research project. Students will be introduced to all aspects of scientific research, including hypothesis formulation, literature searching, laboratory analytical procedures, statistical interpretation of data and scientific paper writing. Arrangements for undergraduate research internships must be made with individual faculty members within the Department of Sciences in consultation with the director of this program.
Prerequisites: ENG 201, *and* senior standing, majoring in Forensic Science, *and* permission of the instructor

MAT 241 Calculus 1
3 hours, 3 credits

The basic concepts of limit, continuity and derivative are presented. Differentiation and integration of algebraic functions are developed. Applications are made to related rates, problems of maxima and minima, and to finding areas and volumes.
Prerequisites: ENG 101, *and* MAT 141 or placement examination
Note: This course satisfies the Required Core: Math & Quantitative Reasoning area of the Gen Ed Program.

MAT 301 Statistics
3 hours, 3 credits

Emphasis on the probability theory necessary for the study of statistical inference. Topics include studies of discrete, continuous and multivariate distributions. Applications to problems involving normal, binomial, Poisson and other distributions. Introduction to theory and methods of testing hypotheses and of estimation.
Prerequisites: ENG 201, *and* MAT 241

PHY 101 College Physics 1

6 hours: 2 hours lecture, 1 hour recitation, 3 hours laboratory; or equivalent, 4 credits

Topics include kinematics, vectors, forces, Newton's law of motion, weight, gravitational field, free fall, non-uniformly accelerated motion, momentum and impulse, kinetic and potential energy, heat and thermodynamics, illumination and photometry, reflection of light, refraction.
Prerequisite: Sequential Mathematics Level III or Trigonometry
Note: This course satisfies the Required Core: Life & Physical Sciences area OR the Flexible Core: Scientific World area of the Gen Ed Program.

PHY 102 College Physics 2

6 hours: 2 hours lecture, 1 hour recitation, 3 hours laboratory; 4 credits

Topics covered include electrostatics, electric fields and electric potential, current electricity, magnetic field, electromagnetic induction, the wave-particle duality, photons and matter waves, physics of the atom, nuclear physics.
Prerequisite: PHY 101
Note: This course satisfies the Required Core: Life & Physical Sciences area OR the Flexible Core: Scientific World area of the Gen Ed Program.

TOX 313 Introduction to Toxicology
3 hours, 3 credits

An introduction to the principles of toxicology, distribution, metabolism and effects of toxic chemicals such as pesticides, metals, chemical carcinogens, air, water, and soil pollutants, radiation and industrial solvents, hazardous waste and consumer products.
Prerequisites: ENG 201, CHE 201-202

D6

Microbiology 2XX (211) Syllabus

Instructor: Jason Rauceo PhD

email: jrauceo@jjay.cuny.edu

Office: 05.61.07-NB, 646-557-4893

Office hours: Mondays noon-1pm and by appointment

Meeting Time and Room : TBA

Course Description: This course is focused on the fundamental principles of Microbiology. Lecture topics include: microbial cell structure and function, microbial genetics, and host-microbe relationships. Special topics will explore current advances in technology and medical research, such as the human microbiome, synthetic biology, and emerging infectious diseases. Homework assignments will address ethical issues in microbiology such as the role of microbes in genetic engineering, vaccination, and widespread antibiotic usage in medicine and agriculture.

Textbook: ***Microbiology: A Human Perspective* Nester et al., 6th edition, McGraw-Hill, ISBN number. 9780077250416**

Knowledge and Performance Objectives: Students will understand the following basic concepts and techniques of Microbiology:

- Microbial Life Cycles
- Microbial Growth Dynamics & Control of Microbial Growth
- Microbial Genetics
- Mechanisms of Microbial Infectious Diseases and Anti-Microbial Medications
- Role of Microorganisms in Biotechnological Applications
- Microbial Ecology

Grading: Grades are derived from exams, in-class quizzes, homework essay writing assignments, oral presentations and attendance.

- **EXAMS (45 points):** Three (3) lecture exams will be given. If you miss an exam (or foresee that you will miss an exam) for any reason, you MUST contact the instructor ***as soon as humanly possible***. You may be allowed to take the exam late (or early). However, you are ONLY eligible for this one-time consideration if you contact the instructor immediately and arrange to take the exam BEFORE the corrected exams are handed back to the class. In all other cases, the missed exam **WILL** count as a ZERO. (Exception: a *documented* medical or family crisis may result in being excused from an exam, but this will only be allowed ONCE. Further missed exams will count as a zero, regardless of reason.)

- **HOMEWORK (15 points):** Writing assignments will be given in advance and consist of five short essays (2-3 pages each) based on ethical issues from current relevant literature (i.e. scientific journals and newspaper articles). Homework submitted must be typed and is due one week after the initial assignment date. For each assignment, complete details will be given in class and checked for plagiarism through **turnitin.com**.

- **QUIZZES (10 points):** Throughout the semester in-classes quizzes will be given at the beginning of class. Quizzes will be based on material previously covered or scheduled to be covered on the day of the quiz.

- **ORAL PRESENTATIONS (25 points):** An oral presentation is required. The presentation will be based on cutting-edge material from the primary literature and complete details will be given in-class. Topics will be given in advance. Presentations must be prepared using Microsoft Power Point and limited to approximately 10 – 15 minutes.

- **ATTENDANCE AND PARTICIPATION (5 points):** You are required to attend and participate in class. An attendance sheet will be circulated during class. It is your responsibility to sign the sheet *during* class. You will not be permitted to sign the attendance sheet after the class has been dismissed. However, beginning with the fourth absence, your final course grade will be penalized by two points (2%) for each undocumented absence thereafter. Arrivals later than five minutes after the start of class will count as a one-half absence.

Accommodations for Students with Disabilities: Students with hearing, visual, or mobility impairments; learning disabilities and attention deficit disorders; chronic illnesses and psychological impairments may be entitled to special accommodation under the Americans with Disabilities Act (ADA). In order to receive accommodation, students must register with the **Office of Accessibility Services** (**O.A.S.**, 212-237-8031,http://www.jjay.cuny.edu/2023.php) which will define, for both students and faculty, the appropriate accommodations. Faculty members are not allowed to work directly with students to attempt to accommodate disabilities and accommodations cannot be applied retroactively (after-the-fact).

CLASS PROTOCOL:

All electronic devices, except for laptop computers, must be turned off in class. Recording is not permitted except with the specific permission of the DSS office.

CUNY John Jay College expects students to maintain standards of personal integrity that are in harmony with the educational goals of the institution; to observe national, state, and local laws and University regulations; and to respect the rights, privileges, and property of other people.

ANYONE disrupting the class will be removed.

Disruptive behavior will result in **5 points** being taken from **your final grade**.

Grading Scale: The grading scale here (→) is the official grading scale for this course. There will be no exceptions to this scale and grades will not be rounded or truncated, except as explained here. Following all computations, the grade will be rounded to the nearest tenth of a point in Microsoft Excel (one decimal place, e.g., 97.2). This is the final grade and no further manipulations will be made. The scale here (→) will then be strictly used. This means that a 72.9499 is a "C-"and a 72.9500 is a "C." These calculations are done by the computer so there are no judgment calls or "leniency.

93.0 and above	A
90.0 - 92.9	A-
87.0 - 89.9	B+
83.0 - 86.9	B
80.0 - 82.9	B-
77.0 - 79.9	C+
73.0 - 76.9	C
70.0 - 72.9	C-
67.0 - 69.9	D+
63.0 - 66.9	D
60.0 - 62.9	D-
below 60.0	F

Important Policies

Statement of the College Policy on Plagiarism: Plagiarism is the presentation of someone else's ideas, words, or artistic, scientific, or technical work as one's own creation. Using the ideas or work of another is

permissible only when the original author is identified. Paraphrasing and summarizing, as well as direct quotations require citations to the original source. Plagiarism may be intentional or unintentional. Lack of dishonest intent does not necessarily absolve a student of responsibility for plagiarism.

It is the student's responsibility to recognize the difference between statements that are common knowledge (which do not require documentations) and restatements of the ideas of others. Paraphrase, summary, and direct quotation are acceptable forms of restatement, as long as the source is cited.

Students who are unsure how and when to provide documentation are advised to consult with their instructors. The library has free guides designed to help students with problems of documentation.

Resources: Students have access to computers and tutors in the Science/Mathematics Learning Center (Room. 4300- N). The library resources for this course are extensive, including general periodicals and access to pertinent databases such as CQ Researcher, EBSCO Host Academic Search Premier, EBSCO Host Master FILE Premier, and science/forensic science holdings such as General Science Abstracts, InfoTrac Health Reference Center Academic, Science Direct, ACS Journals, PubMed, and the Forensic Bibliographic Database.

Blackboard: Important course announcements, lecture notes, suggested homework assignments, review questions, a discussion forum for Q and A, and other resources will be posted to the course on Blackboard. Furthermore, **students are responsible** for checking their **John Jay e-mail account** regularly for important announcements. Contact DoIT, **not** your Bio instructor, for help with e-mail or Blackboard.

Lecture Schedule *(28 class sessions + final exam)*

Date		Topic	Reading Assignment
Mon	**Jan 27**	**Course overview, The Microbial World**	**Chapter 1 & handouts**
		Course policies and the syllabus will be covered in detail. A short introduction & survey of the microbial world and microscopy will be given. Also, a tutorial will be given on evaluating the primary scientific literature.	
Wed	**Jan 29**	**Prokaryotic and Eukaryotic Cell Structure**	**Chapter 3 (Quiz 1)**
		In this session, the major structural and organizational characteristics of microbes will be covered.	
Mon	**Feb 03**	**Dynamics of Prokaryotic Growth**	**Chapter 4**
		Bacteria proliferate at an outstanding and rapid rate. We will discuss the environmental factors that govern the rate of bacterial reproduction and the cellular mechanism associated with reproduction.	
Wed	**Feb 05**	**Control of Prokaryotic Growth**	**Chapter 5 (Quiz 2)**
		In this lecture, we will discuss and compare the methods used to control bacterial growth. There will be special tour of our campus sterilization facilities. Special in-class activities will include collecting and preparing bacterial cells collected from hands.	
Mon	**Feb 10**	**Taxonomy and Identification of Prokaryotes**	**Chapter 10 & handouts**

Bacterial diversity is immense. In this lecture, we will discuss the methods used to classify prokaryotes and survey the biochemical, cytological, and genetic techniques used to identify microbes. We will briefly survey cutting-edge molecular technologies used in identification.

No classes Wednesday, February 12 and Monday February 17!

Wed	**Feb 19**	**Journal Club 1**	**Handouts**
		Student presentations will be given based on the assigned research article of *Salmonella* growth in various human food products.	
Thurs	**Feb 20**	**Virology**	**Chapters 13 & 14.1-14.4**
		We will discuss the structural, functional, and replicative characteristics of viruses. We will survey human and bacterial viruses.	
Mon	**Feb 24**	**Immunology Part I**	**Chapter 15**
		We will explore the human immune system. We will discuss the general mechanisms underlying the innate immune response and inflammation.	
Wed	**Feb 26**	**Immunology Part II**	**Chapter 16 (Quiz 3)**
		We will discuss the adaptive immune response focusing on how antibodies are synthesized and how the innate and adaptive immune responses work together to combat infection.	
Mon	**Mar 03**	**Journal Club 2**	**Handouts**
		Student presentations will be given based on the assigned research article of infections caused by *Influenza* viruses in humans.	
Wed	**Mar 05**	**Exam 1**	**Chapters 3-5, 10, 13-16**
Mon	**Mar 10**	**Microbial Genetics I: The Central Dogma**	**Chapter 7**
		We will explore the review the molecular mechanisms underlying DNA replication, transcription, and translation. Bacterial gene regulatory mechanisms will be discussed.	
Wed	**Mar 12**	**Microbial Genetics II: Bacterial Diversity**	**Chapter 8 (Quiz 4)**
		We will cover the cellular mechanisms governing bacterial reproduction. We will also discuss the role of mutation and horizontal gene transfer in bacterial diversity.	
Mon	**Mar 17**	**Biotechnology I: Genetic Engineering**	**Chapter 9**
		In this lecture, we will explore the role of microorganisms in genetic engineering. We will discuss the methods and techniques used to create recombinant organisms along with the role that microbes play in this process.	
Wed	**Mar 19**	**Biotechnology II: Ethical Considerations of Genetic Engineering**	**Film & Handouts**
		We will begin our discussion with a segment from the PBS feature series "DNA" that covers the ethical challenges associated with genetic engineering. We will expand our discussion to cover the socio-economic impact of cutting-edge practices and applications of genetic engineering in medicine and agriculture.	
Mon	**Mar 24**	**Mycology**	**Chapter 14 & Handouts**
		We will explore the life cycle and cellular characteristics of fungi. We will survey beneficial and harmful species of fungi to humans and plants	

D6

Wed	**May 26**	**Journal Club 3**	**Handouts**
		Student presentations will be given based on the assigned research article of infections caused by the fungus *Candida albicans*.	
Mon	**Mar 31**	**Exam 2**	**Chapters 7-9, 14 & Handouts**
Wed	**Apr 02**	**Epidemiology**	**Chapter 20**
		We will discuss the principles of epidemiology. We will discuss the role of agencies such as the CDC and WHO in epidemiological analysis. Special attention will be given to the epidemiological data for Influenza infections in New York City.	
Mon	**Apr 07**	**Antimicrobial Medications**	**Chapter 21 (Quiz 5)**
		We will explore the various compounds and mechanisms of action associated with antimicrobial drugs.	
Wed	**Apr 09**	**HIV**	**Chapter 29**
		We will dissect the molecular mechanisms underlying HIV infection. We will also discuss treatment strategies.	
Mon	**Apr 14**	**Journal Club 4**	**Handouts**
		Student presentations will be given based on the assigned research article of stem cell treatment to combat HIV infection.	
Wed	**Apr 23**	**Food Microbiology**	**Chapter 32**
		We will cover the role of microbes in food production. We will cover the basic biochemical reactions associated with fermentation in food production and survey process designed to prevent microbial contamination.	
Mon	**Apr 28**	**Microbial Ecology**	**Chapter 30**
		We will discuss the impact of microbes in sustaining terrestrial life on earth. Special emphasis will be placed on Prokaryotes that underlie critical biochemical processes such as Nitrogen fixation and photosynthesis.	
Wed	**Apr 30**	**Environmental Microbiology**	**Chapter 31**
		We will discuss the role of microbes in environmental damage as well as the role of microbes in Bioremediation.	
Mon	**May 05**	**Journal Club 5**	**Handouts**
		Student presentations will be given based on the assigned research article of Bioremediation and the 2010 Gulf-Coast Oil Spill.	
Wed	**May 07**	**Special Topic Astrobiology**	**Handouts**
		We will discuss how searching for microbial life in extreme habits on the planet can provide insight into potential detecting life on other planets	

Mon	May 12	Special Topic The Human Microbiome	Handouts
		In this special topic session, we will take a detailed look at microbes in human health. Special emphasis will be placed on clinical strategies that exploit microbes to combat disease in humans	

FINALS WEEK, May XXX 1230p-230p EXAM #3

D6

SYLLABUS:

JOHN JAY COLLEGE OF CRIMINAL JUSTICE, CUNY
524 W. 59th St., New York NY 10019

SYLLABUS FOR "FORENSIC BIOLOGY"

Professor: Richard Li
Semester: Fall/Spring 0000
Course Code: BIO244
Course Section: 00
Classroom: 0000
Class time: 00.00-00.00/period 0
Professor's office: 0000
Contact Hours:
Professor's phone and e-mail: (646) 557-4886; rli@jjay.cuny.edu

Course Prerequisite: BIO 103, CHE 104, MAT 141 or MAT 108

Course Description: This course shows how basic concepts of biology factor into the practice of forensic science. Students will gain a scientific grounding in the area of general forensic biology as it is currently practiced by exploring methods and techniques employed by forensic biologists.

In this class, we will utilize the skills of critical thinking. In particular, we will focus on applying these skills to understanding current issues in the forensic biology discipline through study questions, short assays, and group discussions. Additionally, the code of ethics of forensic scientists will be introduced including ethics relating to the scientific methods, opinions and conclusions, court presentation, general practice of forensics, and responsibilities to the profession.

Learning Objectives:
Students will

- Recognize the significance of the scientific process in the analysis and interpretation of biological evidence
- Explain the underlying concepts of forensic biology
  - Identify the basic techniques of analysis and interpretation of biological evidence
- Critique scientific findings related to forensic biological analysis

Required Text/s: Alan Gunn 2009 Essential Forensic Biology, 2nd Edition, Wiley, ISBN: 978-0-470-75804-5

Policy on Attendance, Etiquette, and Participation:

This course follows the recommendation of the John Jay College Undergraduate Bulletin (p43):

"Students are automatically considered excessively absent and are not eligible for passing grades" if they exceed two weeks' worth of classes (whether meeting once or twice a week).

In addition, students are expected to participate in classroom discussions and do so in a courteous, respectful, and professional manner.

The Writing Center: The Writing Center, located in room 2450 North Hall, is a service that provides free tutoring to students of John Jay. The Center has a staff of trained tutors who work with students to help them become more effective writers, from planning and organizing a paper, to writing and then proofreading it. The Writing Center is a valuable resource for any student of writing, and I encourage you to use it. If you are given a Referral form to the Writing Center, you must attend to get further instruction on the specific items addressed on the form. This is not optional.

Plagiarism: Plagiarism and cheating are violations of CUNY's policy on academic integrity By registering in this course, you are promising to abide by all the requirements stated in this policy. Students in breach of this policy are liable to severe penalty, including disciplinary action. See also pp. 44-5 of the JJC Undergraduate Bulletin for further explanation.

Grading

Your grade will be based upon your performance in:

- Two exams (40 % each). There are no make-up exams.
- One in-class oral presentation (5 %): reviewing of primary literature (or case studies)
- Assignments:
    - i. Short essay (5 %)
    - ii. Study questions (10 %)

Assessment:

A, A-	Excellent
B+,B,B-	Very Good
C+,C	Satisfactory
C-,D+,D,D-	Poor (Passing, but too many can lead to dismissal)
F	Failure (not erased when course is retaken and passed)
WU	Withdrew Unofficially

SCHEDULE OF CLASSES

All dates and holidays can be accessed from the online Academic Calendar, which is the most up to date version. The Schedule should also include the following:

- Last Day to Withdraw without Academic Penalty. The students should have received back enough graded assignments by this point to be able to make an informed decision whether or not to withdraw.
- **Final Exam** on 00/00, at 00.00-00.00 in room 0000. The Registrar has emphasized that the scheduled examination class is a regularly scheduled class. If you choose not to give a final exam then the class is required to meet, and attendance counts. Any exam that requires review of the full semester's coursework should be held during exam week rather than teaching semester to give the students time to prepare.

D6

Course Outline:

LECTURES	TOPICS	Reading Assignment
1	Introduction to forensic biology	Additional reading
2	Source of biological evidence	Additional reading
3	Crime scene investigation techniques	Additional reading
4	Identification of biological evidence	Additional reading
5	Collection of biological evidence	Additional reading
6	Laboratory analysis of biological evidence	Additional reading
7	Human remains	Chapter 1
8	Characterization of bodily fluids	Chapter 2
9	Characterization of bodily fluids	Chapter 2
10	Blood stain pattern analysis	Chapter 2
11	Forensic DNA analysis	Chapter 3
12	Application of forensic databases	Chapter 3
13	Exam 1	
14	Human tissue evidence	Chapter 4
15	Anthropological and odontological evidence	Chapter 4
16	Bite mark evidence	Chapter 4
17	Wounds	Chapter 5
18	Wild life forensics	Chapter 8
19	Wild life forensics	Chapter 8
20	Wild life forensics	Chapter 8
21	Entomological evidence	Chapter 6
22	Entomological evidence	Chapter 7
23	Botanic evidence	Chapter 9
24	Protists and fungi evidence	Chapter 9
25	Microbial forensics	Chapter 10

26	Bioterrorism	Chapter 10
27	Evaluation of strength of biological evidence	Additional reading
28	Legal considerations of forensic biological evidence	Additional reading
29	Ethics, quality assurance and control	Additional reading
	Exam 2	

Appendix C. New York State Forms

Table 1a: Undergraduate Program Schedule

- Indicate **academic calendar** type: _X_Semester __Quarter __Trimester __Other (describe)

Term: Fall 1		Check course classification(s)			
Course Number & Title	Cr	LA	Maj	New	Prerequisite(s)
Req Core: ENG 101 English Comp I	3	X			
Req Core: MAT 141 Pre-Calculus	3	X			Placement exam
Req Core: CHE 103 General Chem I	5	X	X		
Flex Core: Sci Wld BIO 103 Biology I	5	X	X		
Term credit total:	16	16	10		

Term: Fall 2		Check course classification(s)			
Course Number & Title	Cr	LA	Maj	New	Prerequisite(s)
Req Core: ENG 201 English Comp II	3	X			ENG 101
CHE 201 Organic Chemistry I	4	X	X		CHE 104
BIO 205 Cell Biology	3	X	X		BIO 104
PHY 101 College Physics I	4	X	X		ENG 101
Term credit total:	14	14	11		

Term: Fall 3		Check course classification(s)			
Course Number & Title	Cr	LA	Maj	New	Prerequisite(s)
Flex core: POL 101 U.S. Gov & Politics	3	X			
MAT 301 Probability & Math Stats	3	X	X		MAT 241
Col Option: Com – FL 102	3	X			FL 101
Bio Elective 2: BIO 315 Biochemistry Lecture & Lab	4	X	X		CHE 202, BIO 104
Bio Elective 3: BIO 355 Hum Physio	3	X	X		BIO104, CHE103
Term credit total:	16	16	10		

Term: Fall 4		Check course classification(s)			
Course Number & Title	Cr	LA	Maj	New	Prerequisite(s)
College Opt: Learning from Past	3	X			
BIO 412 Molecular Biology I	4	X	X		BIO 315
Elective or Minor	3	X			
Elective or Minor	3	X			
Elective or Minor	3				
Term credit total:	16	13	4		

Term: Spring 1		Check course classification(s)			
Course Number & Title	Cr	LAS	Maj	New	Prerequisite(s)
College Opt: Justice Core FYS	3	X			
MAT 241 Calculus I	3	X	X		MAT 141
CHE 104 General Chemistry II	4	X	X		CHE 103
BIO 104 Modern Biology II	4	X	X		BIO 103
Term credit total:	14	14	11		

Term: Spring 2		Check course classification(s)			
Course Number & Title	Cr	LAS	Maj	New	Prerequisite(s)
Flex core: World Cultures: FL 101	3	X			Placement exam
CHE 202 Organic Chemistry II	4	X	X		CHE 201
Bio Elective 1: BIO 211 Microbiology	3	X	X		BIO 205
PHY 102 College Physics II	4	X	X		PHY 101
Flex Core: 6th course (World Cultures)	3	X			
Term credit total:	17	17	11		

Term: Spring 3		Check course classification(s)			
Course Number & Title	Cr	LAS	Maj	New	Prerequisite(s)
Flex core: Creative Expression	3	X			
College Opt: Justice Core II	3	X			ENG 201
Flex core: Individual & Society	3	X			
BIO 315 Genetics	3	X	X		MAT 301, BIO 104
Bio Elective 4: BIO 275 Evolut. Biology	3	X	X		BIO 355
Term credit total:	15	15	6		

Term: Spring 4		Check course classification(s)			
Course Number & Title	Cr	LAS	Maj	New	Prerequisite(s)
BIO 488 Capstone in Biology	3	X	X	X	BIO 412
Elective or Minor	3	X			BIO 412
Elective or Minor	3	X			
Elective or Minor	3				
Term credit total:	12	9	3		

Program Totals:	**Credits: 120**	**Liberal Arts & Sciences: 114 (Gen Ed – 42)**	**Major: 66**	**Elective & Other: 18**

Cr: credits **LAS**: liberal arts & sciences **Maj**: major requirement **New**: new course **Prerequisite(s)**: list prerequisite(s) for the noted courses

Table 2: Full-Time Faculty

Faculty teaching at the graduate level must have an earned doctorate/terminal degree or demonstrate special competence in the field. Provide information on faculty members who are **full-time at the institution** and who will be teaching each course in the major field or graduate program. The application addendum for professional licensure, teacher certification, or educational leadership certification programs may provide additional directions for those types of proposals.

Faculty Member Name and Title (include and identify Program Director)	**Program Courses to be Taught**	**Percent Time to Program**	**Highest and Other Applicable Earned Degrees & Disciplines** (include College/University)	**Additional Qualifications:** list related certifications/ licenses, occupational experience; scholarly contributions, etc.
Delgado-Cruzata, Lissette, Ph.D., Assistant Professor	Has taught: Bio104 Will teach: Bio101-103, Bio315, Bio488 Can also teach: Bio205, Bio275, Bio355, Bio316, Bio412	75%	B.Sc. Biochemistry, University of Havana, Cuba; M.P.H., Environmental Health Sciences, Columbia University; Ph.D., Environmental Health Sciences, Columbia University	Cancer Epidemiology Post-doctoral fellow, Mailman School of Public Health, Columbia University; Published 14 articles; Pre-doctoral and post-doctoral fellowships from the National Cancer Institute (NIH)
Lents, Nathan, Ph.D., Associate Professor and Program Director	Has taught: Bio101-104, Bio255, Bio355, Fos402 Will teach: Bio205, Bio488 Can also teach: Bio211, Bio212, Bio315, Bio316, Bio275, Che315, Bio412, Bio413	100%	B.S., Biology, Saint Louis University; Ph.D., Pharm/Phys Sciences, Saint Louis University School of Medicine	Postdoctoral Fellowship, Biochemistry and Bioinformatics, NYU Medical Center; >$6.5m in funding from NSF, NIH, USDoED, and Susan G. Komen; 23 peer-reviewed articles to date; Visiting professor, University of Lincoln (U.K.)
Cheng, Shu-Yuan, Ph.D., Assistant Professor	Has taught: Bio356, Bio412, Tox313, Fos402 Will teach: Bio375, Bio488, Sci281 Can also teach: Bio101-104, Bio205, Bio355	33%	Ph.D., Toxicology, St. John's University	Postdoctoral fellowship, NYU Medical center; 10 peer-reviewed articles; 2 NSF grants, 2 PSC-CUNY awards;

Faculty teaching at the graduate level must have an earned doctorate/terminal degree or demonstrate special competence in the field. Provide information on faculty members who are **full-time at the institution** and who will be teaching each course in the major field or graduate program. The application addendum for professional licensure, teacher certification, or educational leadership certification programs may provide additional directions for those types of proposals.

Faculty Member Name and Title (include and identify Program Director)	**Program Courses to be Taught**	**Percent Time to Program**	**Highest and Other Applicable Earned Degrees & Disciplines** (include College/University)	**Additional Qualifications:** list related certifications/ licenses; occupational experience; scholarly contributions, etc.
Li, Richard, Ph.D., Associate Professor	Has taught: Bio315, Bio412, Bio413, Fos402 Will teach: Bio244 Can also teach: Bio101-104, Bio316, Bio488	50%	Ph.D. in Molecular Biology, University of Wisconsin-Madison	Published 18 peer-reviewed scholarly articles; Received 5 grants from the NIJ
Rauceo, Jason, Ph.D., Assistant Professor	Has taught: Bio101-104, Bio211, Bio315, Bio412, Bio413, Fos402 Will teach: Bio212, Bio316, Bio488, Sci281 Can also teach: Bio205	100%	B.A., Biology, Hunter College; M.Phil., Biology, CUNY Graduate Center; Ph.D., Biology, CUNY Graduate Center	Postdoctoral fellowship, Columbia University; Author of 11 peer-reviewed articles; Recipient of three extramural grants (NIH & NSF)
Domashevskiy, Artem, Ph.D., Assistant Professor	Has taught: Che315, Fos402 Will teach: Sci281, Bio488 Can also teach: Bio101-104, Bio412	20%	B.S., Chemistry, Hunter College; Ph.D., Biochemistry, CUNY Graduate Center	Authored five peer-reviewed articles and one book chapter

Kobilinsky, Lawrence, Professor and Chair, Department of Sciences	Has taught: Bio103 Will teach: Bio244, Bio413 Can also teach: Bio101, Bio102, Bio104, Bio315, Bio412, Bio488	5%	B.S., Biology, City College; M.A., Biology, City College; Ph.D., Biology, CUNY Graduate Center	Postdoctoral fellowship, Memorial Sloan-Kettering Cancer Center; 64 articles published; Three books authored/edited
Corthals, Angelique, Ph.D., Assistant Professor	Has taught: Bio101-102, Bio255, Bio412, Fos402 Will teach: Bio103-104, Bio275, Bio381, Bio488, Can also teach: Bio355, Bio356, Sci281	50%	B.A., M.A., Anthropology and Archaeology, Université de Bruxelles; Ph.D., Anthropology, University of Oxford	Postdoctoral fellowship, American Museum of Natural History;
Stripp, Richard, Ph.D., Assistant Professor	Has taught: Tox313, Fos402 Will teach: Can also teach: Bio101-104, Bio355, Bio356	33%	B.S., M.S. Toxicology, St. John's University; Ph.D., Pharmacology and Toxicology, St. John's University	
Wallace, Margaret, Ph.D., Associate Professor	Has taught: Bio103-104, Bio315, Bio412, Fos402 Will teach: Bio244 Can also teach: Bio101-102, Bio316, Bio413, Bio488	33%	B.S., Social Science, Polytechnic Institute; M.Phil, Ph.D., Biochemistry, CUNY Graduate Center	
Prinz, Mechthild, Ph.D., Assistant Professor	Has taught: Bio255 Will teach: Bio244, Bio413, Bio488, Fos402 Can also teach: Bio101-104, Bio315, Bio316, Bio412	33%	M.S., Biology, Cologne University; Ph.D., Human Biology, University of Ulm	Former director of Forensic Biology, Office of the Chief Medical Examiner, New York; Authored 46 peer-reviewed publications, eight review articles, and one book chapter

Table 3: Part-Time Faculty

Faculty teaching at the graduate level must have an earned doctorate/terminal degree or demonstrate special competence in the field. Provide information on part-time faculty members who will be teaching each course in the major field or graduate program. The application addendum for professional licensure, teacher certification, or educational leadership certification programs may provide additional directions for those types of proposals.

Faculty Member Name and Title	**Program Courses to be Taught**	**Highest and Other Applicable Earned Degrees & Disciplines** (include College/University)	**Additional Qualifications:** list related certifications/licenses; occupational experience; scholarly contributions, etc.
Richbourgh, Brendon, M.D., Adjunct Assistant Professor	So far: Bio103 and Bio104 lab Additional future possibilities: Bio355, Bio356	B.A., Bucknell University; M.D., Universidad Iberoamericana	Postdoctoral fellowship, NYU Medical Center; NIH supplemental funding; 2 peer-reviewed journal articles
Ramsook, Caleen, Ph.D., Adjunct Assistant Professor	So far: Bio315 Additional future possibilities: Bio211, Bio316, Bio412 lab	B.S., Chemistry, Brooklyn College of CUNY; Ph.D., Biochemistry, Graduate Center of CUNY	Postdoctoral fellow in Molecular Biology, Brooklyn College; Published 6 papers (2 cover illustrations; 1 article of significant interest; 1 journal highlight); Adjunct Assistant Professor at Brooklyn College and John Jay College
Rafferty, Brian, Ph.D., Adjunct Assistant Professor	So far: Bio101-104 (lecture and lab) Additional future possibilities: Bio316, Bio412 lab	B.S., Binghamton University (SUNY); Ph.D., Binghamton University (SUNY)	Postdoctoral Fellow, Columbia University; Published 6 peer-reviewed journal articles (4 as first author); Adjunct Teaching positions at NYIT (Microbiology), BMCC, KBCC, Binghamton (Cell biology)

Faculty teaching at the graduate level must have an earned doctorate/terminal degree or demonstrate special competence in the field. Provide information on part-time faculty members who will be teaching each course in the major field or graduate program. The application addendum for professional licensure, teacher certification, or educational leadership certification programs may provide additional directions for those types of proposals.

Faculty Member Name and Title	**Program Courses to be Taught**	**Highest and Other Applicable Earned Degrees & Disciplines** (include College/University)	**Additional Qualifications:** list related certifications/licenses; occupational experience; scholarly contributions, etc
Burns, John, Ph.D., Adjunct Assistant Professor	So far: Bio355, Bio104 lab Additional future possibilities: Bio101-104, Bio275	B.A., Geoscience, Franklin and Marshall College; M.S., Biology, New York University; Ph.D., Biology, New York University	10 semesters of T.A. experience; Postdoctoral fellowship, American Museum of Natural History; Published 2 peer reviewed articles on DNA repair, 1 book chapter on DNA repair, 1 book review of a book on genomics,; Co-PI on NSF EAGER grant
Vethantham, Vasupradha, Ph.D., Adjunct Assistant Professor	Bio101-104 (lecture and lab), Bio255 Additional future possibilities: Bio315, Bio316, Bio412 lab	B.Sc., Human Biology, All India Institute of Medical sciences; M.S., Biological Sciences, Indian Institute of Science; Ph.D., Molecular and Cellular Biology, Columbia University	Postdoctoral Fellowship, NYU Medical Center; Postdoctoral fellowship, American Cancer Society; Research Scientist, Astellas Pharma; Adjunct Assistant Professor, Adelphi University; Published 10 peer-reviewed journal articles; Authored a book chapter in the areas of epigenetics and genomics
Joubin, Kathy, Ph.D., Adjunct Assistant Professor	Bio101-103, Bio412 lab, Bio413 lab Additional future possibilities: Bio315, Bio316	B.S., College of William and Mary; M.S., Forensic Science, John Jay College; Ph.D., Columbia University	Research positions: RealCME, Memorial Sloan-Kettering CC, NYU Medical Center, Columbia University; Authored 8 peer-reviewed publications;

Faculty teaching at the graduate level must have an earned doctorate/terminal degree or demonstrate special competence in the field. Provide information on part-time faculty members who will be teaching each course in the major field or graduate program. The application addendum for professional licensure, teacher certification, or educational leadership certification programs may provide additional directions for those types of proposals.

Faculty Member Name and Title	**Program Courses to be Taught**	**Highest and Other Applicable Earned Degrees & Disciplines** (include College/University)	**Additional Qualifications:** list related certifications/licenses; occupational experience; scholarly contributions, etc.
Pilette, Ronald, Ph.D.	Bio101-104, lecture and lab Additional future possibilities: Bio275	Ph.D., Ecology, Graduate Center of CUNY	30 years experience teaching biology courses and coordinating undergraduate research programs at Brooklyn College and John Jay College
Yang, Jeffrey, Ph.D., Adjunct Assistant Professor	Bio101-104, lab and recitation, Bio355 Additional: Bio354, Bio412 lab	M.Phil., Molecular Neurobiology, The Hong Kong University of Science and Technology; Ph.D., Molecular Neuroscience, University of Southern California;	Postdoctoral Fellow, The Salk Institute; Postdoctoral Fellowship, Muscular Dystrophy Association; 13 peer-reviewed publications; Lecturer in Microbiology, Kean University
Chin, Sing, Adjunct Lecturer (Lab instructor)	Bio412 lab, Bio413 lab Additional future possibilities: Bio316 (lab)	B.S., City College (CUNY) M.S. City College (CUNY)	25 years experience in blood/plasma protein biochemistry; 8 years experience in forensic Molec. Bio.; Author on: 9 peer-reviewed articles, 1 grant, 4 conference presentations, 3 patents; Consultant, Artificial blood/plasma manufacturing industry

Table 4: Faculty to be Hired

If faculty must be hired, specify the number and title of new positions to be established and minimum qualifications.

Title/Rank of Position	**No. of New Positions**	**Minimum Qualifications** (including degree and discipline area)	**F/T or P/T**	**Percent Time to Program**	**Expected Course Assignments**	**Expected Hiring Date**
NONE						

Table 5: New Resources

Expenditures	Year 1 2014-15	Year 2 2015-16	Year 3 2016-17	Year 4 2017-18	Year 5 2018-19
Full Time Faculty	0	0	0	0	0
Part Time Faculty	$ 662	$ 7,495	$ 7,720	$ 7,951	$ 8,188
Full Time Staff	0	0	0	0	0
Part Time Staff	0	0	0	0	0
Library (Includes Staffing)	$ 1,000	$ 1,000	$ 1,000	$ 500	$ 500
Equipment	0	0	0	0	0
Laboratories	$ -	$ 15,000	$ 10,000	$ 5,000	$ -
Supplies & Expenses (Other than Personal Services)	$ 5,000	$ 4,000	$ 3,000	$ 3,000	$ 3,000
Capital Expenditures	0	0	0	0	0
Other	0	0	0	0	0
Total all	$ 6,662	$ 27,495	$ 21,720	$ 16,451	$ 11,688

Projected Revenue Related to the Proposed Program

Revenues[1]	1st Year 2014-15	2nd Year 2015-16	3rd Year 2016-17	4th Year 2017-18	5th Year 2018-19
Tuition Revenue[3]					
01. From Existing	$115,095	$155,647	$248,338	$346,522	$414,858
02. From New Sources[5]	$78,825	$162,685	$194,185	$297,303	$373,780
03. Total	$193,920	$318,332	$442,524	$643,824	$788,638
State Appropriation[6]					
04. From Existing Sources[8]	$0	$0	$0	$0	$0
05. From New Sources	$0	$0	$0	$0	$0
06. Total	$0	$0	$0	$0	$0
07. From Existing Sources[8]	$0	$0	$0	$0	$0
08. From New Sources	$0	$0	$0	$0	$0
09. Total	$0	$0	$0	$0	$0
10. From Existing Sources[8]	$115,095	$155,647	$248,338	$346,522	$414,858
11. From New Sources	$78,825	$162,685	$194,185	$297,303	$373,780
TOTAL	$193,920	$318,332	$442,524	$643,824	$788,638

The Five-Year Financial Projections for Program

	2014-15	2015-16	2016-17	2017-18	2018-19
Direct Operating Expenses (Include additional expenses incurred by other programs when satisfying needs of new program):					
Current Full Time Faculty Replacement Costs (list separately)					
Current Full Time Faculty Overload (include Summer)					
New Full Time Faculty Base Salary (list separetely)					
New Full Time Faculty Overload (include Summer)					
New Faculty Re-assigned Time (list seperately)					
Full Time Employee Fringe Benefits (33.0%)	0	0	0	0	0
Total (Links to Full-Time Faculty on Program Exp Worksheet)	**0**	**0**	**0**	**0**	**0**
Part Time Faculty Actual Salaries					
1 course for adjunct faculty to replace FT Faculty to Coordinate Major - 1 course release per year (calculated at Asst Prof. Rank $73,53 x 45 hrs)	$ 3,308	$ 3,407	$ 3,509	$ 3,614	$ 3,722
1 course for adjunct faculty to replace FT faculty who provides advisement in the major - 1 course release per year (calculated at Asst Prof. Rank $73,53 x 45 hrs)	$ 3,308	$ 3,407	$ 3,509	$ 3,614	$ 3,722
Part Time Faculty Actual Fringe Benefits (10%)	$ 662	$ 681	$ 702	$ 723	$ 744
Total (Links to Part-Time Faculty Program Exp Worksheet)	**$ 7,278**	**$ 7,495**	**$ 7,720**	**$ 7,951**	**$ 8,188**
Full Time Staff Base Salary (list separetely)					
Full Time Staff Fringe Benefits (33%)	0	0	0	0	0

	2014-15	2015-16	2016-17	2017-18	2018-19
SUPPLIES AND EXPENSES (OTPS)					
Consultants and Honoraria					
Office Supplies					
Instructional Supplies					
Faculty Development					
Travel and Conferences					
Membership Fees					
Advertising and Promotion	$ 5,000	$ 4,000	$ 3,000	$ 3,000	$ 3,000
Accreditation					
Computer Software					
Computer License Fees					
Computer Repair and Maintenance					
Equipment Repair and Maintenance					
New Total Supplies and OTPS Expenses (Links to Supplies on Program Exp Worksheet	**$ 5,000**	**$ 4,000**	**$ 3,000**	**$ 3,000**	**$ 3,000**
CAPITAL EXPENDITURES					
Facility Renovations					
Classroom Equipment					
Other (list separately)					
TOTAL (Links to Capital Expenditures on Program Exp Worksheet)	0	0	0	0	0
Other (list separately)					

TOTAL (Links to Other on Program Exp Worksheet)	0	0	0	0	0

The Five-Year Revenue Projections for Program
SENIOR COLLEGE WORKSHEET

	2014-15	2015-16	2016-17	2017-18	2018-19
Tuition & Fees:					
Existing Students are students currently enrolled in another program at your college, or students who would have enrolled in another program at your college, had the new program not been established.					
Number of Majors (Enter # of EXISTING FULL TIME In State Students) - 95% of JJ students are NYS residents	14	19	29	42	48
Tuition Income (Specify Rate per credit) calculates 2% increase per year	$5,430	$5,539	$5,649	$5,762	$5,878
Total Tuition	$76,020	$105,233	$163,832	$242,019	$282,125
Student Fees (enter ANNUAL program fees other than standard CUNY fees)					
Total Fees	0	0	0	0	0
Total Instate Tuition & Fees	$76,020	$105,233	$163,832	$242,019	$282,125
Tuition & Fees:					
Number of Majors (Enter # of EXISTING FULL TIME Out of State Students)	1	1	2	2	2
Tuition Income (Specify Rate per credit) calculates 2% increase per year	$14,550	$14,841	$15,138	$15,441	$15,749
Total Tuition	$14,550	$14,841	$30,276	$30,881	$31,499
Student Fees (enter ANNUAL program fees other than standard CUNY fees)					
Total Fees	0	0	0	0	0
Total Out of State Tuition & Fees	$14,550	$14,841	$30,276	$30,881	$31,499
TOTAL EXISTING FULL TIME TUITION REVENUE	$90,570	$120,074	$194,107	$272,900	$313,624

	2014-15	2015-16	2016-17	2017-18	2018-19
TOTAL EXISTING REVENUE (LINKS TO REVENUE SPREADSHEET ROW 5)	$115,095	$155,647	$248,338	$346,522	$414,858
Tuition & Fees:					
New Students are students who would NOT have enrolled in another program at your college, had the new program not been established.					
Number of Majors (Enter # of NEW FULL TIME In State Students) - 95% of JJ students are NYS residents	10	19	24	36	48
Tuition Income (Specify Rate per credit) calculates 2% increase per year	$5,430	$5,539	$5,649	$5,762	$5,878
Total Tuition	$54,300	$105,233	$135,585	$207,445	$282,125
Student Fees (enter ANNUAL program fees other than standard CUNY fees)					
Total Fees	0	0	0	0	0
Total Instate Tuition & Fees	$54,300	$105,233	$135,585	$207,445	$282,125
Tuition & Fees:					
Number of Majors (Enter # of NEW FULL TIME Out of State Students) - 5% of JJ studnets are from out of state	0	1	1	2	2
Tuition Income (Specify Rate per credit) calculates 2% increase per year	$14,550	$14,841	$15,138	$15,441	$15,749
Total Tuition	$0	$14,841	$15,138	$30,881	$31,499
Student Fees (enter ANNUAL program fees other than standard CUNY fees)					
Total Fees	0	0	0	0	0
Total Out of State Tuition & Fees	$0	$14,841	$15,138	$30,881	$31,499
TOTAL NEW FULL TIME TUITION REVENUE	$54,300	$120,074	$150,723	$238,326	$313,624

	2014-15	2015-16	2016-17	2017-18	2018-19
Tuition & Fees:					
Number of Majors (Enter # of NEW PART-TIME In State Students)	5	10	10	14	14
Total Enrolled Credits (Enter Avg # credits per student per year-Fall+ Spring+Summer) i.e. 6 Fall, 6 Spring, 3 Summer=15	15	15	15	15	15
Tuition Income (Specify Rate per credit) calculates 2% increase per year	$230	$235	$239	$244	$249
Total Tuition	$17,250	$35,190	$35,894	$51,256	$52,281
Student Fees (enter ANNUAL program fees other than standard CUNY fees)					
Total Fees	0				
Total Instate Tuition & Fees	$17,250	$35,190	$35,894	$51,256	$52,281
Tuition & Fees:					
Number of Majors (Enter # of NEW PART-TIME Out of State Students)	0	0	0	1	1
Total Enrolled Credits (Enter Avg # credits per student per year-Fall+ Spring+Summer) i.e. 6 Fall, 6 Spring, 3 Summer=15	15	15	15	15	15
Tuition Income (Specify Rate per credit) calculates 2% increase per year	$485	$495	$505	$515	$525
Total Tuition	$7,275	$7,421	$7,569	$7,720	$7,875
Student Fees (enter ANNUAL program fees other than standard CUNY fees)					
Total Fees	0	0	0	0	0
Total Out of State Tuition & Fees	$7,275	$7,421	$7,569	$7,720	$7,875
TOTAL NEW PART TIME REVENUE	$24,525	$42,611	$43,463	$58,977	$60,156

TOTAL NEW REVENUE (LINKS TO REVENUE SPREADSHEET ROW 7)	$78,825	$162,685	$194,185	$297,303	$373,780
	2014-15	**2015-16**	**2016-17**	**2017-18**	**2018-19**
State Revenue from EXISTING sources-identify sources	0	0	0	0	0
STATE BUDGET APPROPRIATIONS FROM EXISTING SOURCES -LINKS TO REVENUE SPREADSHEET ROW 9	$0	$0	$0	$0	$0
State Revenue from NEW sources-identify sources	0	0	0	0	0
STATE BUDGET APPROPRIATIONS FROM NEW SOURCES -LINKS TO REVENUE SPREADSHEET ROW 11	$0	$0	$0	$0	$0
FOR YEARS 2-5 INCLUDE CONTINUING RESOURCES FROM PREVIOUS YEARS					
	2014-15	**2015-16**	**2016-17**	**2017-18**	**2018-19**
Other Revenue From Existing Sources (specify and explain)-LINKS TO REVENUE SPREADSHEET ROW 13)		0	0	0	0
Other Revenue New (specify and explain) (LINKS TO REVENUE SPREADSHEET ROW 15)		0	0	0	0

Appendix D. Letters of Support

NYU School of Medicine
NYU LANGONE MEDICAL CENTER

Joel Oppenheim, PhD
Professor of Microbiology
Senior Associate Dean for Biomedical Sciences
Director, Sackler Institute of Graduate Biomedical Studies
New York University School of Medicine

550 First Avenue
New York, NY 10016-6481
E-mail: joel.oppenheim@nyumc.org
Telephone: (212) 263-8001

January 14, 2014

Nathan H. Lents, Ph.D.
Deputy Chair, Dept. of Sciences
John Jay College of Criminal Justice
The City University of New York

Dear Nathan,

It is my pleasure to write this letter of support for the newly proposed Cell and Molecular Biology (CMB) major at John Jay College. As a professor involved in graduate education for over 40 years and the longest serving biomedical sciences graduate dean (21 years and counting) of one of the largest doctoral programs in New York City (the Sackler Institute at NYU School of Medicine, with over 300 fulltime students) I have had the unique opportunity to watch your institution grow significantly over the past 10 years. The quality of your biology students has dramatically increased during this period to the point that they are now being recruited by major universities for their graduate programs (including my own). The establishment of a formal Cell and Molecular Biology (CMB) major with it's extended and highly integrated course work and research opportunities would only further establish your institution as "breeding ground" for high quality applicants to both masters and doctoral programs.

From reviewing the proposed academic organization of the CMB major, your students would be well prepared to meet the rigors of any major graduate program. It comprises all the basics (general biology, general chemistry, organic chemistry, physics, and math courses up through calculus) as well as advanced coursework through the proposed "biology core" (consisting of cell biology, genetics, and molecular biology) and a range of electives. While the credit size of the major (65-68) is large, such combinations of basic knowledge and in depth studies are needed in this day-and-age to meet the rigors of a graduate education. The major is further enhanced by incorporation of unique features such as: heightened emphasis on introducing students to the primary literature; the introduction of research opportunities; a required capstone project; and the involvement of your already existing and nationally recognized PRISM program for promoting undergraduate research.

I wish you only the best in this endeavor and look forward to recruiting the products of your labor. If I can be of any other help, please do not hesitate to contact me.

Sincerely,

Joel D. Oppenheim, PhD
Professor of Microbiology
Senior Associate Dean for Biomedical Sciences

D6

Columbia University
MAILMAN SCHOOL
OF PUBLIC HEALTH

ADMISSIONS

To the Curriculum Committee of John Jay College

I am writing in support of the proposed Baccalaureate Degree (B.S.) program with a Major in Cell and Molecular Biology for John Jay College of Criminal Justice City University of New York. Currently, I am the Director of Admission and Financial Aid at the Columbia University Mailman School of Public Health. In this capacity, I focus on enrollment management issues including marketing and the highly competitive screening of applicants as well as the strategic use of financial aid to make private institutions an affordable option. Prior to joining Columbia, I worked for Fordham University's Graduate School of Education. I have been involved in graduate admissions since 1996 and in higher education since 1989. Prior to my career in higher education, I worked as a management consultant for a diverse range of clients in the insurance, utility, manufacturing, and food industries.

Currently, there is a lack of qualified individuals in the public health workforce especially in diverse and underserved communities. In addition, many applicants do not have the prerequisite skills and background for successful admissions to our programs. The Cell and Molecular Biology program not only incorporates basic science courses but includes organic chemistry and calculus both required for our Environmental Health Science programs and integral to our Biostatistics and Epidemiology programs. This rigorous curriculum will not only make them more competitive applicants but allow them to compete for the limited number of merit scholarships offered.

Academic preparation is only part of the requirements for our applicants. As a top research institution we highly value research experience. Unfortunately, many applicants come unprepared to take full advantage of the numerous research opportunities available at our institution. The Major in Cell and Molecular Biology incorporates undergraduate research experiences in both a research training course as well as a capstone experience. These research experiences will not only make them more competitive applicants but allow them to compete for our research assistantship positions.

Our graduates in the departments of Environmental Health Sciences, Biostatistics, and Epidemiology are in high demand due to the severe shortage of qualified applicants in those fields. The Cell and Molecular Biology program will help us to reduce that gap by providing our program with a steady stream of highly qualified individuals with the appropriate rigorous academic background as well as the requisite research skills to be successful in our programs. Their contributions will help our country bridge the widening health care gap and ensure all citizens are receiving quality healthcare.

I strongly support the efforts of John Jay College in establishing their Baccalaureate Degree (B.S.) program with a Major in Cell and Molecular Biology. Feel free to contact me if you have any additional questions.

Sincerely,

Joseph Korevec

Joseph Korevec, Ph.D., MBA
Director of Admissions & Financial Aid
Mailman School of Public Health Columbia University
jk2960@cumc.columbia.edu

722 West 168th Street, Suite 1030, New York, NY 10032
TEL 212 342 5127 • FAX 212 342 1830 • www.mailman.hs.columbia.edu

EINSTEIN
Albert Einstein College of Medicine
OF YESHIVA UNIVERSITY

Science at the heart of medicine

Graduate Programs in the Biomedical Sciences

Jack and Pearl Resnick Campus
1300 Morris Park Ave., Bronx, NY 10461
718.430.2345 fax 718.430.8655

January 6, 2014

Nathan H. Lents, Ph.D.
Deputy Chair, Dept. of Sciences
John Jay College of Criminal Justice
The City University of New York
445 W. 59th Street
New York, NY 10019

RE: B.S. in Cell and Molecular Biology at John Jay College

Dear Dr. Lents:

I am pleased to provide this enthusiastic letter of support for your new B.S. in Cell and Molecular Biology at John Jay College. As the Associate Dean for Graduate Programs at the Albert Einstein College of Medicine, I am fully aware of the pressing need for well-qualified students capable of entering biomedical science fields, and I am confident that this new B.S. program will provide the didactic education and research experiences necessary for entry into challenging graduate programs.

I am excited about the new B.S. program in Cell and Molecular Biology for the following reasons:

Strong background preparation in cell and molecular biology. Some elements of the new program that are particularly noteworthy include the following:
a. The size of the major. At 65-68 credits. Thus, this is a large and thorough major, providing students with the opportunity to gain comprehensive knowledge in a rapidly growing area of modern biology.
b. The general science prerequisites of one year, with lab, of the following undergraduate courses: general biology, general chemistry, organic chemistry, and physics, and the requirement of math courses up through calculus I. In addition to the critical foundation of biology and chemistry, this new program recognizes the importance to biology of a firm grounding in the physical sciences (i.e. one year of physics and math through calculus I).
c. The combination of a "biology core" consisting of cell biology, genetics, and molecular biology with the range of elective choices to make up the additional credits. This biology core will provide the fundamental vocabulary and concepts necessary to undertake more advanced electives and then, eventually, further education in the sciences.

Education centered on the problems of modern biology. Applicants to the PhD program at Einstein, and indeed to any rigorous PhD program in the biomedical sciences, must demonstrate familiarity with the problems of modern biology as well as an understanding of the tools and approaches that could be used to solve these problems. Well prepared students must have learned to critically read the current scientific literature and must have considerable experience in working at the laboratory bench in a hypothesis-driven environment. Based on the proposed curriculum for the new B.S. program, I have every expectation that the graduates of this program would be competitive candidates for admission to the PhD program at Einstein. Certain aspects of the new B.S. program are particularly important in developing the scientific proficiency needed in order to move on to further training in science. These include:
a. A heightened emphasis on the primary scientific literature. All new course syllabi contain this learning activity.
b. The incorporation of undergraduate research experiences, both in the research training course and the capstone project. The tremendous significance of undergraduate research experiences cannot be emphasized enough. It is noteworthy that the current PRISM program for promoting undergraduate research, which is nationally recognized, will now be tightly integrated into the new Cell and Molecular Biology major.

Our considerable experience at Einstein in the research training of undergraduate, graduate, and postdoctoral students coupled with this new B.S. in Cell and Molecular Biology at John Jay College, presents a very exciting opportunity to expand the future pipeline of researchers in the biomedical sciences. I look forward to working with you on this endeavor!

With my very best wishes for the success of the new B.S. in Cell and Molecular Biology,

Sincerely,

Victoria H. Freedman, PhD
Associate Dean for Graduate Programs
Graduate Programs in the Biomedical Sciences

D6

Brooklyn College The City University of New York

Department of Biology

2900 Bedford Ave. · Brooklyn, NY 11210
TEL 718-951-5396 · FAX 718-951-4659
http://www.brooklyn.cuny.edu/pub/departments/biology/

Jan 5, 2014

To Whom It May Concern:

I am Professor of Biology at Brooklyn College, and have been a faculty member at CUNY since 1978, both at Hunter and at Brooklyn. As Chairperson of Biology at Brooklyn College, I instituted and shepherded to approval redesigned BA, BS, and MA programs in Biology. I have been campus Deputy Executive Officer in the Biology and Biochemistry PhD programs, and served as Chairperson of the PhD Program in Molecular, Cellular and Developmental Biology for 3 years shortly after its creation. I have served on PhD admissions committees for many of my 35 years at CUNY. I have mentored 13 PhD students to degree so far. I have great interest and experience in mentoring students to advanced degrees. I was MARC U*ST AR program Director for 15 years, and have been NIH-SCORE program director since 2000. I am co-author of 90 published papers, and have garnered over $30M in grant support from NIH, NSF, industry, and other sources. I am a Fellow of the American Association for the Advancement of Science, and have been a FASEB lecturer. I am on the Executive Board of CUNY-Council on Advanced Technology, and have served on numerous External Scientific Advisory Committees for MARC, RISE, IMSD, and SCORE. I have been an NIH reviewer for SCORE and MARC, as well as for individual research grants at NIH and NSF. I am currently serving as Faculty Fellow for Research Development at Brooklyn College. Therefore I feel that I am qualified to comment on the proposed BS in Cellular and Molecular Biology for John Jay College.

The proposed major clearly fills a need for John Jay students. As a Minority-Serving Institution, John Jay can greatly broaden career options for its students and alumni by expanding its major options to reflect the changing needs of an increasingly diverse society. The proposed BS in CMB will be an appropriate addition, and will train students to enter the workforce in any number of areas, including PhD programs in biological and biochemical sciences, biotechnology, microbiology, patent law, and of course molecular forensics. In my opinion, such a major will greatly increase the career options for John Jay graduates in sciences.

The proposed curriculum is entirely appropriate for the BS in CMB. The curriculum has an appropriate number of credits, and is well within the range of similar majors at Brooklyn, Hunter, and other CUNY campuses, as well as within what is customary nationally. The emphasis on reading and analysis of primary literature is particularly laudable. This activity and accompanying learning objectives are reinforced by the requirement for a capstone course that emphasizes the skill. The experience and resultant student abilities will definitely give students from John Jay an advantage in their GRE, MCAT, and other exams, as well as being highly valued among applicants for graduate school it both MA and PhD levels. The ability to read and analyze the primary literature is key skill is often ignored in biology curricula, but is particularly important in preparing students to become scientists in the 21st century.

The number of credits for the major allows for enough electives for students to specialize in a number of options within the major. I am especially impressed by options that will prepare students for higher degrees in forensic biology, genetic counseling, or pharmacy and pharmacology. These options are not available at many campuses, and John Jay is unique in offering courses that will allow these options.

The listed faculty has the experience and knowledge that will ensure success of the proposed BS degree in CMB. Therefore, I strongly support the degree proposal and the associated curriculum. Their institution will greatly strengthen the education and prestige of John Jay College and of City University of New York.

Sincerely yours,

Peter Lipke, PhD
Professor of Biology, Brooklyn College
Professor of Biology and Biochemistry, the CUNY Graduate Center

718-951-5000 X1949
plipke@brooklyn.cuny.edu

D6

DEPARTMENT OF BIOLOGY
Tel. (212) 650-8566
Fax. (212) 650-8585

THE CITY COLLEGE OF NEW YORK
The City University of New York
Convent Avenue at 138th Street
New York, N.Y. 10031

January 20, 2014

Dr. Nathan Lent
Deputy Chair, Dept. of Sciences
John Jay College of Criminal Justice
The City University of New York
445 W. 59th Street
New York, NY 10019

Dear Dr. Lent:
I am very excited about your development of the Cell and Molecular Biology (CMB) major at John Jay College. I am a Professor of Biology at The City College of New York and have been at CCNY for 18 ½ yrs. I have been a member of the MCD (Molecular and Cellular Development) doctoral program for the entire time I've been at CCNY and have acted as a mentor to students in the program as well as have served on thesis committees within the CUNY system. I have also been Graduate Deputy Chair for the Doctoral Program and have served on the admissions committee (MCD) for at least 5-6 years during my tenure at CCNY. I have also served on the CCNY Biology Graduate Committee that makes decisions regarding admission for Masters students.

I believe that the size of your prosed major is adequate and is in keeping with that of other CUNY campuses as well as CCNY. The general science and biology core requirements are typical of biology programs and will give your students a well-rounded scientific background. I believe that the inclusion of a requirement of forensic biology is novel and will make your students competitive for multiple careers. At CCNY, we would find your students attractive for our Masters program as forensic science would compliment our bioinformatics and biotechnology academic pathways.

Finally, as we are continually increasing the competitiveness of our graduate programs to be on pare with those of research intensive institutions, your curriculum provides development of critical thinking which will make your students good candidates for our graduate programs.

Sincerely yours,

Dr. Karen Hubbard
Professor
Principal Investigator, CCNY/MSKCC Partnership for Research, Training and Outreach
khubbard@sci.ccny.cuny.edu

YORK College CUNY The City University of New York

94-20 Guy R. Brewer Blvd.
Jamaica, New York 11451

Department of Biology

Nathan H. Lents, Ph.D.
Deputy Chair, Dept. of Sciences
John Jay College of Criminal Justice
The City University of New York
445 W. 59th Street
New York, NY 10019

01-13-2014

Dear Nathan:
I am happy to write in support of the proposal for a new major in Cellular and Molecular Biology at the *John Jay College of Criminal Justice.* I read the proposal carefully and with great interest.

The proposal is balanced and well crafted. The need for the new major is thoroughly documented.

May I take this opportunity to comment favorably on several aspects of the proposal? I am informed in this by 23 years at York College, marked by the design and implementation of a Biotechnology major over 20 years ago.

The proposed new major in Cellular and Molecular Biology is timely and necessary. To enter a specialized, applied field such as Forensic Science, it is always better to do the more foundational academic work (Biology, in this instance) first. For this academic work to be marked by a BS in CMB is a big step forward, since graduates can proceed to an advanced degree in Forensic Science, following the traditional path for students matriculated at John Jay, and a number of other appealing options will immediately become more available.

The proposed new major in Cellular and Molecular Biology is balanced. It is a challengeg to provide enough breadth within biology, including enough offerings on the organismal and population levels. The large number of courses that fall within these categories (Gender/Sexuality, Bio255; Forensic Biology, Bio244; Evolutionary Biology, Bio275; Human Physiology, Bio355; Anatomy & Physiology Lab, Bio356; Neurobiology, Bio375; Forensic Anthropology, Bio381; Introduction to Toxicology, Tox313) and the number of required Biology Electives (6 total with 2-3 labs) ensures that graduates with the CMB major will be broadly trained in biology.

Finally, the increase in the number of Biology faculty at John Jay within the past few years clearly demonstrates the ability to offer this curriculum without undue reliance on adjuncts. Sufficient research opportunities are also available for your majors to apply for immediate employment or for higher education, and to keep your extramural programs funded.

I therefore heartily endorse your efforts to develop a new Cellular and Molecular Biology major. Feel free to contact me for help of any kind, at any time.

Sincerely,

Louis Levinger, Professor of Biology

D6

JOHN JAY COLLEGE OF CRIMINAL JUSTICE

January 14, 2014

Re: Major in Cell and Molecular Biology

From my perspective as a former DNA crime laboratory director, a major in Cell and Molecular Biology is a valuable addition to the majors offered by the John Jay Department of Sciences. Students graduating with that degree will have many options for their careers, including work in a Forensic Biology laboratory. During my tenure as the director of the New York City Office of Chief Medical Examiner Department of Forensic Biology I was always interested in hiring scientists with a variety of backgrounds, not only forensic science, but also biochemistry, genetics, and especially molecular biology degrees.

Forensic science education, even if it is research based, by nature has to focus on current court admissible methods with a limited outlook on new technologies. Historically in Forensic Science it takes a while to have new technologies accepted for casework and new developments generally originate from basic research in physics, chemistry and biology. A more in depth biological degree like a basic cell and molecular biology education will provide students with a broader knowledge of relevant methods and thus enable them to contribute in many different areas, such a research and development, training, and method validation. The same staffers can still be trained in forensic DNA typing and casework.

Employing both, forensic scientists and molecular biologists puts a DNA laboratory in a position where the expertise of different members of a team will complement each other.

Please feel free to contact me if you have any other questions.

Mechthild Prinz, PhD

CUNY The City University of New York

Appendix E. DRAFT Articulation Agreement with Borough of Manhattan Community College

D6

THE CITY UNIVERSITY OF NEW YORK

ARTICULATION AGREEMENT BETWEEN

BOROUGH OF MANHATTAN COMMUNITY COLLEGE

AND

JOHN JAY COLLEGE OF CRIMINAL JUSTICE

A. SENDING AND RECEIVING INSTITUTIONS

Sending Institution:	Borough of Manhattan Community College
Department:	Science
Program:	Liberal Arts: Latin American Studies
Degree:	Associate of Science
Receiving Institution:	John Jay College of Criminal Justice
Department:	Sciences
Program:	Cell and Molecular Biology (proposed)
Degree:	Bachelor of Science

B. ADMISSION REQUIREMENTS FOR SENIOR COLLEGE PROGRAM

Minimum GPA- 2.5 in all mathematics and science coursework; 2.0 overall

To gain admission to John Jay College, students must be skill certified, meaning:

- Have earned a grade of 'C' or better in a credit-bearing mathematics course of at least 3 credits
- Have earned a grade of 'C' or better in freshmen composition, its equivalent, or a higher-level English course

Total transfer credits granted toward the baccalaureate degree: **60 credits**

Total additional credits required at the senior college to complete baccalaureate degree: **60 credits**

C. COURSE-TO-COURSE EQUIVALENCIES AND TRANSFER CREDIT AWARDED

Borough of Manhattan Community College		John Jay College		
Course Number & Title	**Credits**	**Course Number & Title**	**Credits**	**Credits Awarded**
BMCC General Education Requirements				
English: 6 credits				
ENG 101 English Composition I	3	ENG 101 Composition I	3	3
ENG 201 Introduction to Literature	3	ENG 201 Composition II	3	3
Mathematical and Quantitative Reasoning: 4 credits				
MAT 301 Analytic Geometry and Calculus I	4	MAT 241 Calculus I	3	3 (+ *1 as elective*)*
Life and Physical Sciences: 4 credits				
CHE 201 College Chemistry I	4	CHE 103 General Chemistry I	4	4
Flexible: 18 credits				
Select one course from each of the five following areas AND one additional course from Scientific World. Note: Student can select only two courses from any one discipline: • World Cultures and Global Issues • US Experience in its Diversity • Creative Expression • Individual and Society • Scientific World – student must take: ➢ BIO 210 Biology I (4 cr.)** ➢ PHY 210 Physics I (4 cr.)**	18	John Jay accepts courses taken at BMCC under this heading as satisfying the flexible core requirements at John Jay. ➢ BIO 103 Modern Biology I (5 cr.) ➢ PHY 101 College Physics I (4 cr.)		18
			**Elective credit for BMCC's MAT 301*	1
			***STEM variant elective credits for BMCC's BIO 210 & PHY 210*	2
			Subtotal	34
Program Core: 28 credits				
BIO 220 Biology II	4	BIO 104 Modern Biology II	4	4
CHE 202 College Chemistry II	4	CHE 104 General Chemistry II	4	4
CHE 230 Organic Chemistry I	5	CHE 201 Organic Chemistry I	4	4 (+*1 as elective**)
CHE 240 Organic Chemistry II	5	CHE 202 Organic Chemistry	4	4 (+*1 as elective**)
PHY 220 Physics II	4	PHY 102 College Physics II	4	4
CHE 205 Quantitative Analysis	4	CHE 220 Quantitative Analysis	4	4
			**Elective credit for BMCC's CHE 230 & CHE 240*	2
			Subtotal	26
			Total	60

D6

D. SENIOR COLLEGE COURSES REMAINING FOR BACCALAUREATE DEGREE

Course Number & Title	Credits
General Education Requirements (from JJC "College Option")	
One 300-level Justice Core course from *Struggles for Justice in the U.S.* or *Justice in Global Perspectives*	3
One course from *Learning from the Past* or *Communications*	3
Total Gen Ed at JJC	**6**
Remaining Requirements in Major	
General Science Foundation (3 cr.)	
Statistics MAT 301	**3**
Biology Core (10 cr.)	
Eukaryotic Cellular Biology BIO 205 [*to be developed*]	3
Genetics BIO 315	3
Molecular Biology (w/ lab) BIO 412	4
Subtotal	**10**
Biology Electives (13 – 16 cr.) *Choose 6 courses, with new fewer than 2, but no more than 3, being a lab*	
Gender/Sexuality BIO 255	3
Microbiology BIO 211	3
Forensic Biology BIO 244	3
Evolutionary Biology BIO 274	3
Biochemistry w/lab CHE 315 (counts as 1 lecture and 1 lab)	4
Human Physiology BIO 355	3
Neurobiology BIO 375	3
Forensic Anthropology BIO 381	3
Introduction to Toxicology TOX 313	3
Forensic DNA Analysis w/lab BIO 413 (counts as 1 lecture and 1 lab)	4
Methods of Scientific Research SCI 281	3
Anatomy & Physiology Lab BIO 356	2
Genetics Lab BIO 316	2
Microbiology Lab BIO 212	2
Subtotal	**13-16**
Capstones (3 cr.) *Choose one*	
Research Internship FOS 402	3
Biology Capstone Course BIO 488	3
Subtotal	**3**
Total credits in major at John Jay	29-32
Free electives	22-25
Total credits at John Jay	60

John Jay General Education Requirements	6
Remaining Core Requirements in Major	29-32
John Jay Electives	22-25
Total Credits to be earned at John Jay College:	**60**
Total Credits to be earned at BMCC:	**60**
Total Credits required for B.A. degree:	**120**

E. ARTICULATION AGREEMENT FOLLOW-UP PROCEDURES

1. Procedures for reviewing, updating, modifying or terminating agreement:

Borough of Manhattan Community College faculty and John Jay College faculty will review and analyze the strength of the curriculum and the success of students on an annual basis as part of their annual assessment activities. Modifications will be made as required.

Changes
Neither party may change this agreement unilaterally. Proposed changes in policies or curricula by either party must be communicated in writing to the other party and agreed upon in consultation with relevant officials, including faculty, of each institution. Any changes agreed upon must be signed, dated, and attached to this agreement.

Notice of Cancellation
Either party may independently cancel this agreement by notifying the other party no less than one academic year before the intended date of cancellation.

2. Procedures for evaluating agreement, i.e., tracking the number of students who transfer under the articulation agreement and their success:

The CUNY Institutional Research Database will be used to track performance (in terms of credit accumulation and GPA) and persistence (in terms of retention and graduation) of all Kingsborough Community College students who transfer to CUNY Senior Colleges.

3. Sending and receiving college procedures for publicizing agreement, e.g., college catalogs, transfer adviser, websites, etc.:

Borough of Manhattan Community College and John Jay College will collaborate in publicizing this agreement on their websites and in their catalogs. They will share brochures and other marketing materials including web-based promotions. Transfer advisors will be made aware of this agreement and will have available all necessary materials to publicize the agreement to the students with whom they work.

Effective Date: Fall 2015

BOROUGH OF MANHATTAN COMMUNITY COLLEGE

Joel Hernandez, Ph.D.
Chairperson, Science
Borough of Manhattan Community College

Robert Messina, Ph.D.
Acting Provost and Senior Vice President for Academic Affairs
Borough of Manhattan Community College

JOHN JAY COLLEGE OF CRIMINAL JUSTICE

Lawrence Kobilinski, Ph.D.
Professor and Chair, Department of Sciences
John Jay College of Criminal Justice

Jane Bowers, Ph.D.,
Provost and Senior Vice President for Academic Affairs
John Jay College of Criminal Justice

Proposed changes to course descriptions:

D6

Bio315: Genetics

Current:

Genetics is an introduction to the field of modern genetics. Topics are drawn from classical, molecular and population genetics and include the nature of genetic variation, genetic disorders, genomics, recombinant DNA and genetic engineering techniques. Emphasis is placed on quantitative analysis and problem solving.

Proposed:

Genetics is the study of genes, inheritance, and variability in living organisms and populations. This course is a survey of the structure and function of genes and the mechanisms that underlie the inheritance of genes. Students will explore the structure of genes, chromosomes and genomes, gene replication and recombination, gene mutation and repair, gene regulation, genetic disease, and genetic variation. The course will include special focus on the ethical and justice implications of certain genetic technologies including genetically modified organisms, food safety, public health, bioremediation, and sustainability. Throughout the course, students will be introduced to the scholarly literature of genetics and engage the practice of critical scientific analysis.

Bio412: Molecular Biology w/ lab

Current:

Molecular Biology I provides an overview of the current concepts and techniques in molecular biology. Lecture topics include the molecular structure of cells, basic genetic mechanisms, control of gene expression in prokaryotes and eukaryotes, DNA replication, repair and recombination, and protein structure and function. The laboratory experiments introduce basic experimental techniques and research methodology, including cell culture, recombinant DNA techniques, transformation, DNA extraction, electrophoresis, Southern and Western blotting, and DNA sequencing and analysis.

Proposed:

Molecular Biology is the study of the structure and function of molecules that underpin living systems, most especially DNA, genes, and proteins. Specific course topics include structure and function of DNA and chromosomes, control of gene expression in prokaryotes and eukaryotes, DNA replication, and protein structure and function. Students will also explore the use of genetic biotechnology to study and manipulate genes, proteins, cells, and organisms. Laboratory experiments accompany lecture topics as students explore the analysis of gene and protein function in Prokaryotic and Eukaryotic cells. Through class discussions and a research paper, students will also explore the societal implications encountered in the discipline of molecular biology including public health policy, therapeutic cloning, gene therapy, and the regulations governing biotechnology in the U.S. and overseas.

JOHN JAY COLLEGE OF CRIMINAL JUSTICE
The City University of New York
Undergraduate Curriculum and Academic Standards Committee

Course Revision Form

Date Submitted: 1/6/14

1. Name of Department or Program: Sociology

2. Contact information of proposer(s):

Name(s): Richard Ocejo
Email(s): rocejo@jjay.cuny.edu
Phone number(s): x8687

3. Current number, title, and abbreviated title of course: **SOC 328 Qualitative Research Methods in Criminology**

Abbreviated title: Qual Rsrch Methods.

4. Current course description:

This course is an introduction to the qualitative research methods of criminology. This includes the ethnographic method of participant observation, unobtrusive observation, visual analysis, and interviewing. Particular attention will be paid to conducting research on and among vulnerable and hidden populations as well as people associated with the criminal justice system. The course features in-depth reading of criminological and sociological studies that use and discuss these methods. Students will learn about the specific challenges of applying qualitative research methods in the field of criminology, including their ethical and legal implications as well as potential risks for researchers and research subjects. Students will also use methodological skills in the "field" through their own research projects.

a. Number of credits: 3
b. Number of class hours (please specify if the course has lab hours): 3
c. Current prerequisites: ENG 201, SOC 101 or ANT 101, and SOC 203

5. Describe the nature of the revision: Removing SOC 203 Criminology from prerequisites, adding SSC 325 Research Methods in the Behavioral Sciences as a prerequisite, changing a few words in the course description, and removing "in Criminology" from the course title.

6. Rationale for the proposed change(s): With the proposed sociology major going through approval process, SOC 328 will serve as an option for students to take to fulfill their second methods requirement, as it does for the criminology major. SOC 203 is neither in the sociology major curriculum, nor necessary for criminology majors to take prior to taking this course. Therefore, we are removing it so that sociology majors are not shut out from taking it. We also

would like to add SSC 325 as a prerequisite, since students will receive a foundation in research methods that will help them in SOC 328. Finally, since the course will be in both the sociology and criminology majors, we are removing the "in Criminology" from the title and adjusting the language in the course description so that it includes both sociology and criminology.

7. Text of proposed revisions (use NA, not applicable, where appropriate):

a. Revised course description:

This course is an introduction to the qualitative research methods of sociology and criminology. This includes the ethnographic method of participant observation, unobtrusive observation, visual analysis, and interviewing. Particular attention will be paid to conducting research on and among vulnerable and hidden populations as well as people associated with the criminal justice system. The course features in-depth reading of criminological and sociological studies that use and discuss these methods. Students will learn about the specific challenges of applying qualitative research methods in the fields of sociology and criminology, including their ethical and legal implications as well as potential risks for researchers and research subjects. Students will also use methodological skills in the "field" through their own research projects.

b. Revised course title: **Qualitative Research Methods**

c. Revised abbreviated title (original can be found on SIMS, max of 20 characters including spaces!): N/A

d. Revised learning outcomes N/A

e. Revised assignments and activities related to revised outcomes: N/A

f. Revised number of credits: N/A

g. Revised number of hours: N/A

h. Revised prerequisites: **ENG 201, SOC 101 or ANT 101, and SSC 325**

8. Enrollment in past semesters: Spring 2013: 8
Fall 2013: 10
Spring 2014: 36

9a. Will this course be offered as part of the new JJ General Education program (Common Core or College Option)?
(reminder - complete the CUNY Common Core or JJ College Option form if appropriate)

No __X___ Yes _____ If yes, please indicate the area:

10. Does this change affect any other departments?

___X__ No _____ Yes (if so what consultation has taken place)?

11. Date of Department or Program Curriculum Committee approval: 1/6/14

12. Name of Department Chair(s) or Program Coordinator(s) approving this revision proposal:

David Brotherton

D 8

JOHN JAY COLLEGE OF CRIMINAL JUSTICE
The City University of New York
Undergraduate Curriculum and Academic Standards Committee

Course Revision Form

Date Submitted: 1/6/14

1. Name of Department or Program: Sociology

2. Contact information of proposer(s):

Name(s): Richard Ocejo
Email(s): rocejo@jjay.cuny.edu
Phone number(s): x8687

3. Current number, title, and abbreviated title of course: **SOC 329 Evaluation Research**
Abbreviated title: Evaluation Research

4. Current course description:

This course is an introduction to evaluation research. Program evaluation uses social science theory and research methods to study, appraise, and help improve programs in nonprofit organizations, educational systems, governmental departments, and businesses. In this class, students will become familiar with the various types of program evaluations and will gain practical experience through a series of exercises involving the design of a conceptual framework, development of indicators, and the development of an evaluation plan.

a. Number of credits: 3
b. Number of class hours (please specify if the course has lab hours): 3
c. Current prerequisites: ENG 201, SOC 203, STA 250, and SSC 325

5. Describe the nature of the revision: Removing SOC 203 Criminology from prerequisites.

6. Rationale for the proposed change(s): With the proposed sociology major going through approval process, SOC 329 will serve as an option for students to take to fulfill their second methods requirement, as it does for the criminology major. SOC 203 is neither in the sociology major curriculum, nor necessary for criminology majors to take prior to taking this course. Therefore, we are removing it so that sociology majors are not shut out from taking it.

7. Text of proposed revisions (use NA, not applicable, where appropriate):

a. Revised course description: N/A

b. Revised course title: N/A

c. Revised abbreviated title (original can be found on SIMS, max of 20 characters including spaces!): N/A

d. Revised learning outcomes N/A

e. Revised assignments and activities related to revised outcomes N/A

f. Revised number of credits: N/A

g. Revised number of hours: N/A

h. Revised prerequisites: **ENG 201, STA 250, and SSC 325 Research Methods in the Behavioral Sciences**

8. Enrollment in past semesters: This course has yet to be taught.

9a. Will this course be offered as part of the new JJ General Education program (Common Core or College Option)?
(reminder - complete the CUNY Common Core or JJ College Option form if appropriate)

No __X___ Yes _____ If yes, please indicate the area:

10. Does this change affect any other departments?

__X___ No _____ Yes (if so what consultation has taken place)?

11. Date of Department or Program Curriculum Committee approval: 1/6/14

12. Name of Department Chair(s) or Program Coordinator(s) approving this revision proposal:

David Brotherton

D9

JOHN JAY COLLEGE OF CRIMINAL JUSTICE
The City University of New York
Undergraduate Curriculum and Academic Standards Committee

Course Revision Form

Date Submitted: 10/29/13

1. Name of Department or Program: Africana Studies

2. Contact information of proposer(s):

Name(s): C. Jama Adams
Email(s): cadams@jjay.cuny.edu
Phone number(s): 212-237-8764

3. Current number, title, and abbreviated title of course: **AFR 215 The Police and the Ghetto**

Examination of the various perspectives on the nature of police roles in urban African-American communities including perceptions of police as law enforcement agents and as preservers of social order. Functional analysis of crime and of police roles in the ghettoization of communities.

4. Current course description:

a. Number of credits: 3
b. Number of class hours: 3
c. Current prerequisites: ENG 101, and AFR 110 or AFR 121

5. Describe the nature of the revision:

The course name has been changed. It has also been revised to include the latest thinking on the nature and challenges of policing low income urban communities. In addition the pre-requisites have been reduced to only ENG 101.

6. Rationale for the proposed change(s):
Our understanding of the role of the police and the constraints of their behavior has shifted given the increased sensitivity to the tension between citizen's rights and the demand for safe communities. This course is an examination of that tension as it impacts on low income communities and is also an exploration of possible solutions.

7. Text of proposed revisions (use NA, not applicable, where appropriate):

a. Revised course description: **All members of the community should have an expectation that they will be safe and protected as they go about their daily lives. In this course students will examine the widespread assumption that in exchange for effective**

policing residents of low income communities should have to give up their rights such as freedom from unreasonable surveillance, search, privacy and racial/ethnic profiling. Also explored is the ideal role of the police in low income communities in comparison to the reality of how they are actually policed. We will discuss theories of policing, the constitutional constraints on police actions, and the history of policing in these communities. Using case studies and student input we will discuss the critique of current community policing and will also discuss best practices in this area.

b. Revised course title: **Police and urban communities**

c. Revised abbreviated title: Police & urban communities

d. Revised learning outcomes: At the end of the course, through their comments, written assignments and classroom presentations students will demonstrate the following skill sets:

- An understanding of the, social, legal political, economic, and cultural contexts that influence the theory and practice of community policing.
- An understanding of the tension between personal security, policing and civil rights.
- Differentiate multiple perspectives on the challenges of community policing.
- Locate and analyze relevant data sets.
- Communicate effectively orally and in writing.

e. Revised assignments and activities related to revised outcomes: See syllabus

f. Revised number of credits: NA
g. Revised number of hours: NA
h. Revised prerequisites: **ENG 101**

8. Enrollment in past semesters: Not offered recently

9a. Will this course be offered as part of the new JJ General Education program (Common Core or College Option)?

No _X____ Yes _____ If yes, please indicate the area:

10. Does this change affect any other departments?

_____ No ____x_ Yes (if so what consultation has taken place)?

We consulted with the Chair of LPS who stated that it was fine per her department's curriculum committee.

11. Date of Department or Program Curriculum Committee approval: 15th October 2013

12. Name of Department Chair(s) or Program Coordinator(s) approving this revision proposal:

D9

C. Jama Adams, Chair, Africana Studies

John Jay College of Criminal Justice: City University of New York
Department of Africana Studies

AFR 215: Police and urban communities

C. Jama Adams, Ph.D.
Office: NB: 9.63.03
Mondays & Wednesdays
(212) 237-8761 (office)
cadams@jjay.cuny.edu

Course Description

All members of the community should have an expectation that they will be safe and protected as they go about their daily lives. In this course students will examine the widespread assumption that in exchange for effective policing residents of low income communities they should have to give up their rights such as freedom from unreasonable surveillance, search, privacy and racial/ethnic profiling. Also explored is the ideal role of the police in low income communities in comparison to the reality of how they are actually policed. We will discuss theories of policing, the constitutional constraints on police actions, and the history of policing in these communities. Using case studies and student input we will discuss the critique of current community policing and will also discuss best practices in this area.

Learning Outcomes

At the end of the course, through their comments, written assignments and classroom presentations students will demonstrate the following skill sets:

- An understanding of the, social, legal political, economic, and cultural contexts that influence the theory and practice of community policing.
- An understanding of the tension between personal security, policing and civil rights.
- Differentiate multiple perspectives on the challenges of community policing.
- Locate and analyze relevant data sets
- Communicate effectively orally and in writing.

Course Requirements

Quizzes:

There will be a short quiz at the beginning of each class that will assess your familiarity with the assigned reading. We will discuss your response in class and the written portion should be kept in your portfolios, which I will periodically collect.

Glossary

You need to keep a glossary of all the terms, concepts and definitions that we discuss in class and that are found in the assigned readings. These should be at least 2-3 sentences in length and should be in your own words

Prep Papers (3)

Students will write three preparatory papers of approximately 2-5 pages each excluding the cover page and the reference page. In these papers you will demonstrate your mastery of the theories and concepts of the core themes that we have discussed in the readings**.** These will help you

develop the skills you need to excel on the research papers. More details will be given in class.

PREP PAPER ONE

Write a two page paper that explains your thoughts on what you think is the correct role of the police. Also discuss how police activities impact on you in your community. This paper is due on the second week of the semester

PREP PAPER TWO

Write a four page literature review that addresses the following:

- The role of the police.
- The constitutional limits placed on the police.
- Two challenges faced by the police.

This paper is due the fifth week of class. You must meet with me at least once, in person, in my office to go over a draft of your paper. You can see me to discuss as many drafts as you wish. Meeting with me to discuss your draft greatly increases the chance that you will get a good grade on the paper.

PREP PAPER THREE

Discuss two perspectives on the tension between effective policing and the civil rights of the individual in high crime communities. (Five pages, excluding cover page and reference page) The first draft of this paper will be discussed in class the ninth week of the semester. This final version is due on the tenth week of the semester. You must meet with me at least once, in person, in my office to go over a draft of your paper. You can see me to discuss as many drafts as you wish. Meeting with me to discuss your draft greatly increases the chance that you will get a good grade on the paper.

RESEARCH PAPER (7pages)

Discuss four features of an effective and community friendly policing program. Be sure to make references to actual police practices based on case studies and research. (Seven pages, excluding cover page and reference page). You must meet with me at least once, in person, in my office to go over a draft of your paper. You can see me to discuss as many drafts as you wish. Meeting with me to discuss your draft greatly increases the chance that you will get a good grade on the paper.

Final

There will be an in-class oral examination on the day of the final based on Episode One, Season Three of *The Wire*. More details will be given in class. Secure a copy of the episode ASAP and begin to study it. You might do better on this assignment if you work in a small group.

Classroom Presentations

Each student will make a 5 minute presentation of the key points of a portion of an assigned reading. More details will be given in class.

Portfolio: Purchase a basic file. It should contain all of your quizzes, papers, extra credit assignments, glossary, and anything else you want me to read. Bring the file to each class. Come and see me at least twice during the semester to discuss the portfolio.

Grades

Daily Quizzes	: 5%
Glossary	: 5%
Prep Papers	: 45%
Research Paper	: 20%
Classroom discussions	: 10%
Classroom presentations	: 5%
Final	: 10%

Attendance/Lateness: Students who routinely miss classes or arrive late tend not to know what is going on. As a result they do poorly when we have discussions and they score poorly on assignments. Be punctual and attend all classes. Note that 30% of your final grade is based on in-class activities.

Classroom Behavior: Students are expected to arrive at class prepared to work. While we will engage in spirited debate, we will always endeavor to address each other in a respectful manner. I expect all students to participate in classroom discussions. Students are expected to stay awake in class. I expect cell phones and other electronic devices to be switched off during class. I do not expect students to be leaving class to answer their cell phones or to be attending to these devices while in class.
BRING THE ASSIGNED READING TO CLASS AND BE PREPARED TO CITE FROM IT TO MAKE YOUR POINT.

READING ASSIGNMENTS:

WEEK ONE: Overview
In the first week students are given an overview of the course.
Small group discussions on the role of the police and how it impacts on them as individuals.

PREP PAPER ONE IS DUE NEXT WEEK
Write a two page paper that explains your thoughts on what you think is the correct role of the police. Also discuss how police activities impact on you in your community. This paper is due on the second week of the semester

WEEK TWO: The role of the police
We will discuss the role of the police in a democracy.

1. Christopher Tiedman, "*Treatise on the Limitations of the Police State* (1886)Chapter one (Six pages)
   http://oll.libertyfund.org/?option=com_staticxt&staticfile=show.php%3Ftitle=2438&chapter=230189&layout=html&Itemid=27

WEEK THREE: Policing and the constitution
We will discuss the limits that the constitution places on the role of the police.
US Constitution: Amendment Four (http://www.usconstitution.net/xconst_Am4.html)
New York State Constitution: Article One, Section Twelve
(http://nassau18b.org/search_seizure/New%20York%20State%20Constitution.pdf)
http://learning.blogs.nytimes.com/2013/09/17/where-to-draw-the-line-balancing-government-

surveillance-with-the-fourth-amendment/

WEEK FOUR: ADMINISTRATIVE GUIDELINES FOR POLICE WORK

We will discuss how a police department interprets the constitution.

1. David Harris, "Profiles in Injustice", (New York: 2002) *Profiling, Past and Present, and High-Discretion Police Tactics*. p. 16-26 This will be on BlackBoard.
2. NYPD Patrol Guide, Procedure # 208-36

FIRST DRAFT OF PREP PAPER TWO IS DUE NEXT WEEK

Discuss two perspectives on the tension between effective policing and the civil rights of the individual in high crime communities. (5 pages, excluding cover page and reference page)
The first draft of this paper will be discussed in class the fifth week of the semester. This final version is due on the sixth week of the semester

WEEK FIVE: POLICING MINORITY GROUPS

History of Policing and Minority Groups
Robert Wadman and Williams Thomas Allison, "To Protect and Serve: A History of Policing In America," (Upper Saddle Hall, 2003), 27-36,139-159
Michelle Alexander's The New Jim Crow: Mass Incarceration in an Age of Colorblindness. New Press, NY. Chapter One: *The Rebirth of Caste*, pp. 20-58.

PREP PAPER TWO IS DUE NEXT WEEK

WEEK SIX
PREP PAPER TWO IS DUE

WEEK SIX: POWER, VIOLENCE AND FEAR OF THE OTHER

1. Narratives: Gregory Parks and Matthew Hughy, "Twelve Angry Men: True Stories of Being a Black Man in America Today" (2010), p. 20-26.
2. Pamela Jackson, "Minority Group Threat, Crime, and Policing: Social Context and Social Control" (New York: 1989), p. 1-6, 20-35, 48.

WEEK SEVEN: Surveillance

1. **Bernard E. Harcourt† & Jens Ludwig (2006). *Broken Windows: New Evidence from New York City and a Five-City Social Experiment.* Retrieve from** http://lawreview.uchicago.edu/sites/lawreview.uchicago.edu/files/uploads/73.1/73_1_Harcourt_Ludwig.pdf
2. Gau, J. M., & Pratt, T. C. (2010). Revisiting Broken Windows Theory: Examining the Sources of the Discriminant Validity of Perceived Disorder and Crime. *Journal Of Criminal Justice*, 38(4), 758-766. Available through the JJ library web page.

WEEK EIGHT: SURVEILLANCE

Case studies in surveillance

The State and Surveillance: Fear and Control: Conversation between Didier Bigo and Mireille Delmas-Marty. **Retrieve from http://cle.ens-lyon.fr/anglais/the-state-and-surveillance-fear-**

and-control-131675.kjsp?STNAV=&RUBNAV=&RH=CDL_ANG100100
http://www.nytimes.com/video/2013/09/23/multimedia/100000002460287/surveillance-video-of-suspects-in-attack.html?ref=newyorkcitypolicedepartment
http://www.nytimes.com/2013/09/19/nyregion/frisking-tactic-yields-to-a-focus-on-youth-gangs.html?pagewanted=all&_r=0
NEED A CLASSROOM-BASED EXERCISE ON THE TOPIC

WEEK NINE: PROFILING
Different perspectives on profiling

1. **Vanda Felbab-Brown (2013) Focused Deterrence, Selective Targeting, Drug Trafficking and Organized Crime: Concepts and Practicalities.**
   http://www.brookings.edu/research/reports/2013/02/deterrence-drugs-crime-felbabbrown
2. **Advocating for justice: Case studies in combating discriminatory policing.**
   http://ccrjustice.org/files/CCR_Racial_Profiling_White_Paper.pdf

PREP PAPER THREE IS DUE NEXT WEEK.

WEEK TEN
Guest Speaker: Peter Zimroth, Facilitator for Floyd v. City of New York (alternate: Judge Raymond Lohrier, former federal prosecutor)
Case studies in Profiling: Stop N Frisk

1. Jennifer Fratello, Andrés F. Rengifo, Jennifer Trone (2013*). Coming of Age with Stop and Frisk:Experiences, Self-Perceptions, and Public Safety Implications*
   http://www.vera.org/sites/default/files/resources/downloads/stop-and-frisk-summary-report-v2.pdf
2. John Jay database onNYPD:

   http://guides.lib.jjay.cuny.edu/content.php?pid=172692&sid=2274355

WEEK ELEVEN: Profiling
Guest Speaker: Lumumba Bandele, NAACP LDF, Communities United for Police Reform
Stop and Frisk Videos by Communities United for Police Reform at
http://www.youtube.com/user/changethenypd
"Is Secure Communities Keeping Our Communities Secure?" Hearing before the Subcommittee of the Immigration Policy and Enforcement of the Committee on the Judiciary House of Representatives (Nov. 30, 2011)

WEEK TWELVE
Student presentations:

1. New ideas in policing: Learning from other countries. Retrieve from
   https://www.bja.gov/Publications/Rand_New-Ideas-in-Policing.pdf

2. Interviews: Best Practices in Community Policing. Retrieve from
   http://www.pbs.org/pov/everymothersson/special_practices.php

COMMUNITY POLICING: WHERE IS THE COMMUNITY IN POLICING?

WEEK THIRTEEN
Student presentations:
POLICING COMMUNITIES: BEST PRACTICES IN POLICING
Review the information on these websites

- Violence Prevention: What works: http://www.preventioninstitute.org/images/stories/Documents/UNITY_Roadmap/overview.html
- http://alp.org/community/sos

WEEK FOURTEEN
FIRST DRAFT OF RESEARCH PAPER DUE FOR IN-CLASS DISCUSSION
Student presentations:
Best practices in community policing in low income and high crime communities

WEEK FIFTEEN
Final paper due and in class final will be administered.

PLAGARISM
Statement of College Policy on Plagiarism:

- Plagiarism is the presentation of someone else's ideas, words, or artistic, scientific, or technical work as one's own creation. Using the ideas or work of another is permissible only when the original author is identified. Paraphrasing and summarizing, as well as direct quotations require citations to the original source.
- Plagiarism may be intentional or unintentional. Lack of dishonest intent does not necessarily absolve a student of responsibility for plagiarism.
- It is the student's responsibility to recognize the difference between statements that are common knowledge (which do not require documentation) and restatements of the ideas of others. Paraphrase, summary, and direct quotation are acceptable forms of restatement, as long as the source is cited.
- Students who are unsure how and when to provide documentation is advised to consult with their instructors. The Library has free guides designed to help students with problems of documentation.
- (From the John Jay College of Criminal Justice Undergraduate Bulletin)

JOHN JAY COLLEGE OF CRIMINAL JUSTICE
The City University of New York
Undergraduate Curriculum and Academic Standards Committee

Course Revision Form

This form should be used for revisions to course titles, prefixes/numbers, course descriptions, and/or prerequisites. For small course content changes please also submit a syllabus. (Please note: for significant content changes you may be asked to complete a New Course Proposal Form). **For inclusion in the CUNY Pathways General Education program at John Jay please include a syllabus and the CUNY Common Core or John Jay College Option Form.**

Please submit to Kathy Killoran (kkilloran@jjay.cuny.edu) via email in the Office of Undergraduate Studies.

Date Submitted: November 18, 2013

1. Name of Department or Program: Sociology

2. Contact information of proposer(s):

Name(s): Louis Kontos and Richard Ocejo
Email(s): rocejo@jjay.cuny.edu
Phone number(s): 212-237-8687

3. Current number, title, and abbreviated title of course: **SOC 315 Modern Sociological Theory**

4. Current course description:

This course reveals the basic principles common to societies around the world and throughout time, and how social theories are used to guide policy and spark change. Sociological theories are contrasted with major psychological, economic and political outlooks about human behavior. The modern theories grapple with crucial issues like the reasons for revolution, the problems with developing nations, the effects of bureaucratization, the roots of alienation, and the role of ideology and the media in shaping courses.

a. Number of credits: 3 credits

b. Number of class hours (please specify if the course has lab hours): 3 hours

c. Current prerequisites: ENG 201 and SOC 314

5. Describe the nature of the revision: Change of title, course description, learning outcomes, and prerequisites.

6. Rationale for the proposed change(s): The course now provides a critical overview of

contemporary theoretical debates within sociology rather than being strictly limited to theories regarding modernization. These are changes are being made so that the course will be a better fit in the sociology major.

7. Text of proposed revisions (use NA, not applicable, where appropriate):

a. Revised course description: **This course provides a critical overview of contemporary sociological theories and theorists. Students will learn how sociologists since the mid-twentieth century have theorized about such issues as political economy, culture, race, social class, and gender. The relationship between sociological theory and research will be explored throughout.**

b. Revised course title: **Contemporary Sociological Theory**

c. Revised abbreviated title (original can be found on SIMS, max of 20 characters including spaces!): Contemporary Sociological Theory

d. Revised learning outcomes:

By the end of this course, students will be able to:

- Critically discuss the concepts, themes, and arguments related to several contemporary theoretical schools and debates in sociology based on primary texts.
- Distinguish between contemporary and classical modes of theorizing.
- Apply contemporary theories to specific contexts in society.
- Analyze the nature of the relationship between theory and research, including problems associated with operationalizing concepts and testing theoretical hypotheses.

e. Revised assignments and activities related to revised outcomes N/A

f. Revised number of credits: N/A

g. Revised number of hours: N/A

h. Revised prerequisites: **ENG 201, SOC 101, SOC 232, SOC 3XX: Classical Sociological Theory**

8. Enrollment in past semesters: This course has not been taught in recent years.

9a. Will this course be offered as part of the new JJ General Education program (Common Core or College Option)?

(reminder - complete the CUNY Common Core or JJ College Option form if appropriate)

No __X___ Yes _____ If yes, please indicate the area:

10. Does this change affect any other departments?

__X___ No _____ Yes (if so what consultation has taken place)?

11. Date of Department or Program Curriculum Committee approval: 2/14/14

12. Name of Department Chair(s) or Program Coordinator(s) approving this revision proposal: Dave Brotherton

D10

John Jay College of Criminal Justice
The City University of New York
524 West 59th Street, New York, NY 10019

Contemporary Sociological Theory (SOC 315, Spring 2014)

Professor: Richard E. Ocejo
Class times: XXXXXX
Classroom: XXXXXX

Contact hours: Walk-in or by appointment
Phone: 212.237.8687
Email: rocejo@jjay.cuny.edu
Office location: 3258 North Hall

Course Description:
This course provides a critical overview of contemporary sociological theories and theorists. Students will learn how sociologists since the mid-twentieth century have theorized about such issues as political economy, culture, race, social class, and gender. The relationship between sociological theory and research will be explored throughout.

Required Text:
The readings listed below are from Seidman and Alexander's *The New Social Theory Reader: Contemporary Debates*. 2008. Routledge. ISBN: 0415437709

Learning Objectives:

By the end of this course, students will be able to:

- Critically discuss the concepts, themes, and arguments related to several contemporary theoretical schools and debates in sociology based on primary texts.
- Distinguish between contemporary and classical modes of theorizing.
- Apply contemporary theories to specific contexts in society.
- Analyze the nature of the relationship between theory and research, including problems associated with operationalizing concepts and testing theoretical hypotheses.

Course Prerequisites:
SOC 101, ENG 201, SOC 232, SOC 3xx (Classical Sociological Theory)

Assignments:
Exams: There are three exams, each with three essay questions on prior readings and class discussions. The final exam will be cumulative. Each exam question asks students to either identify core elements of an author's theoretical argument or compare and contrast the theories of two different authors. Students will also have to provide an example of a specific context in society to which they can apply these theories. Exams will be held in the library computer classroom and will be approximately 10 pages each. Students will be allowed to use their notes.

Reading discussion: At the beginning of the semester, students will sign up to lead class discussions based on our readings. For the class you select, you will: (1) craft an in-depth 3-page memo on the assigned readings that contains at least 5 questions to stimulate discussion (email memo two days prior to the entire class); (2) conduct a 5-10 minute presentation that reviews the core propositions and implications of the assigned readings; and (3) lead a class discussion on the assigned readings. Please also bring a hard copy of your memo for each member of the class on the day you present.

Grading:
Class participation: 25
Reading memo: 25
Exams: 150 (3 at 50 points each)
Total: 200 points

A	93 - 100%	= 186 - 200 points
A-	90 - 92.9	= 180 - 185
B+	87.1 - 89.9	= 174 - 179
B	83 - 87	= 166 - 173
B-	80 - 82.9	= 160 - 165
C+	77.1 - 79.9	= 154 - 159
C	73 - 77	= 146 - 153
C-	70 - 72.9	= 140 - 145
D+	67.1 - 69.9	= 134 - 139
D	63 - 67	= 126 - 133
D-	60 - 62.9	= 120 - 125
F	below 60	= below 119

Note that I take the percentage of your total points out of 200 to determine your final grade.

"Class Participation" includes being active in class discussions, showing that you have read the assignments, arriving to class on time, and paying attention during the class period (i.e. by not texting, talking, etc). I will notice such behaviors as excessive lateness and cellphone use, which will result in your final grade being lowered.

All students are allowed one unexcused absence. Each unexcused absence after the first will result in a deduction of five points from your point total. Excused absences must be brought to my attention. In either situation, you are responsible for getting all notes and handing in all assignments on time.

Statement of the College Policy on Plagiarism: Plagiarism is the presentation of someone else's ideas, words, or artistic, scientific, or technical work as one's own creation. Using the ideas or work of another is permissible only when the original author is identified. Paraphrasing and summarizing, as well as direct quotations require citations to the original source.

Plagiarism may be intentional or unintentional. Lack of dishonest intent does not necessarily absolve a student of responsibility for plagiarism.

It is the student's responsibility to recognize the difference between statements that are common knowledge (which do not require documentation) and restatements of the ideas of others. Paraphrase, summary, and direct quotation are acceptable forms of restatement, as long as the source is cited.

Students who are unsure how and when to provide documentation are advised to consult with their instructors. The Library has free guides designed to help students with problems of documentation. *(John Jay College of Criminal Justice Undergraduate Bulletin,* http://www.jjay.cuny.edu/academics/654.php, see Chapter IV Academic Standards)

Accessibility services/ADA policy: Qualified students with disabilities will be provided reasonable academic accommodations if determined eligible by the Office of Accessibility Services (OAS). Prior to granting disability accommodations in this course, the professor must receive written verification of a student's eligibility from the OAS, located at 1L.66.00 (212-237-8031). It is the student's responsibility

to initiate contact with the office and to follow the established procedures for having the accommodation notice sent to the professor.

Extra work during the semester statement: There will be no extra credit work accepted for this course. However, proof of attendance at Writing Center workshops and meetings with Writing Center tutors will add 5 points to your grade for that assignment.

Incomplete grade policy: An Incomplete Grade may be given only to those students who would pass the course if they were to satisfactorily complete course requirements. It is within the discretion of the professor as to whether or not to give the grade of Incomplete.

Course Schedule

Week 1. Introduction

Week 2. General and Critical Theory

Critical theory developed in the 1930s in opposition to philosophical arguments associated with foundationalism and essentialism, and in opposition to sociological positivism. Over the 20th century, the term critical theory retained its affinity to Marxism but loosened ties. Nowadays the term is associated with a broader range of synthetic discourses regarding problems and contradictions of society. In this section we retrace the origins of critical theory and explore the themes that remain central to its disparate manifestations.

Jurgen Habermas, "Contributions to a discourse theory of law and democracy" (pp. 30-38)
Axel Honneth, "Personal identity and disrespect semiotic structuralism" (pp. 39-46)
Marshall Sahlins, "Historical metaphors and mythical realities" (pp. 47- 55)
James Clifford, "On ethnographic allegory" (pp. 56- 61)

Week 3. The Linguistic Turn

In the mid 20th century a previously implicit and occasioned concern with symbolic language was brought to the foreground in sociology – including with regard to labeling, diagnostic categories, ideological narratives and other aspects of the social construction of reality. In this section we examine the role of symbolic and expressive language in the definition of social problems, deviance, disorder and normalcy.

Michel Foucault, "Power/Knowledge" (pp. 69-75)
Pierre Bourdieu, "Outline of a theory of practice" (pp. 76-87)
Stuart Hall, "Cultural studies" (pp. 88-99)
Frederic Jameson, "The political unconscious: Narrative as a socially symbolic act" (pp. 101-111)

Week 4. EXAM

Week 5. Normative Theorizing / Theories of Justice

Normative theorizing takes form around questions about personal and social responsibility. This mode of theorizing has always had a strained relationship with sociology because of the latter's preoccupation with the idea of neutrality in its description and explanations of social phenomena. Yet, description and explanation of social problems routinely imply the need for the development of a different society, whereby exploitation and oppression are rejected as organizing principles. In this section we examine the relation between theories of justice and normative theorizing in sociology.

Michael Walzer, “A defense of pluralism and equality” (pp. 112-122)
John Rawls, “Political liberalism” (pp.123-129)
Alasdair MacIntyre, “Whose justice? Which rationality?” (pp. 130-137)

Week 6. Post-structural Theory / Post-Modern Ethics

The idea of the postmodern evokes a deep skepticism regarding notions of progress, reason and universality, which distinguish the modern period. In sociology, postmodernism found support in theories that abandoned structuralist themes such as the existence of stable meaning in intellectual categories and ideological concepts in heterogeneous societies. In this section we examine various attempts to conceptualize a postmodern ethics.

Zygmunt Bauman, “Postmodern ethics” (pp. 138- 146)
Richard Rorty, “Pragmatism, relativism, and irrationalism” (pp. 147-155)
Seyla Benhabib, “Feminism and the question of postmodernism” (pp. 156- 162)

Week 7. Gender Identity

Throughout most of its history sociology has not paid sufficient attention to gender related issues or gender itself as a topic. The situation began to change with second-wave feminism in the 1960s, which subverted stereotypical thinking about gender. It is now typical in sociology to treat gender as a cultural product rather than an essence or an expression of biological differences. At the same time, gender has become an increasingly important dimension of sociological theorizing about disparate topics. In this section we examine the ideology and politics of gender relations and identity.

Judith Butler, “Imitation and gender insubordination” (pp. 222-227)
Jeffrey Alexander, “Performance and Power” (pp. 228-234)
Nancy Fraser, “From redistribution to recognition?” (pp. 285 – 294)
Anthony Giddens, “Self and society in the late modern age” (pp. 343-354)
R.W. Connell, “Gender as a structure of social practice” (pp. 325-333)
Uma Narayan, “Westernization and third world feminism” (pp. 334-342)

Week 8. EXAM

Week 9. Body Politics

The sociology of the body is a relatively new but quickly growing field of inquiry. It revolves around questions about the relation between cultural norms and self-image, desire, and lived experience. In this section we examine ways in which culture sexualizes (and desexualizes) the body, together with critical theoretical responses to normative ideologies predicated variously on traditional or contemporary stereotypes of the body -- including with regard to manner of appearance, physical attractiveness, and expression of desire.

Diana Fuss, “Hetero/Homosexuality” (pp. 235-237)
Steven Seidman, “Shifts in normative heterosexuality” (pp. (260-264)
David Halperin, “Queer politics” (pp. 295-314)
Susan Bordo, “The body and the reproduction of femininity” (pp. 358-367)

*Weeks 10-11. Society and the Nation State

The idea of civil society as something apart from the nation state has its roots in classical liberal philosophy but has become relevant to more critical and more sociological discourses, particularly in the context of globalization. In this section we examine the ways in which state institutions are transgressed and reconstituted through the neo-liberal reorganization of society.

Jean Baudrillard, “Simulcra and simulations” (pp. 205-214)
David Harvey, “The condition of postmodernity” (pp. 176 – 184)
Jean L. Cohen and Andrew Arato, “The utopia of civil society” (pp. 185 -194)
Mary Kaldor, “Global civil society” (pp. 163-175)
Manuel Castells, “A new society” (pp. 195- 204)
Ulrich Beck, “The cosmopolitan perspective” (pp. 215-222)
Mahmood Mamdani, “From direct to indirect rule” (pp. 238-247)
George Steinmetz, “The new U.S. empire” (pp. 248-259)
Edward Said, “Orientalism” (pp. 265-272)
Paul Gilroy, “Postcolonial melancholia” (pp. 273- 284)

* *I will announce which readings we will cover each week in advance*

*Weeks 12-13. Race / Class

Race based politics have been a feature of American society since its inception; along with racialized discourses that transformed ideological and cultural differences and disputes into features of race. Nowadays, sociological accounts routinely demonstrate that race is a social construct that reproduces relations of power. At the same time, it cannot be said that sociology in the mainstream is free of cultural prejudice or that sociological discourse has rid itself of culturally specific, ethnocentric, assumptions about disparate cultures. In this section we examine contemporary racial and ethnic relations and features of racialization that warrant critical engagement in sociology and other discourses that claim to be about society.

Iris Marion Young, “Justice and the politics of difference” (pp. 343-352)
Will Kymlicka, “Multicultural citizenship” (pp. 353- 361)
Benedict Anderson, “Imagined communities: reflections on the origin and spread of nationalism” (pp.362-369)
Partha Chatterjee, “Whose imagined community?” (pp. 369-372)
Francis Fukuyama, “The end of history” (pp. 373- 387)
Samuel Huntington, “The clash of civilizations” (pp. 389- 395)
Michael Omi and Howard Winant, “Racial formation” (pp. 396- 403)
Ruth Frankenberg, “The mirage of an unmarked whiteness” (pp. 404- 4011)

* *I will announce which readings we will cover each week in advance*

Week 14. REVIEW

Week 15 - Final Exam

JOHN JAY COLLEGE OF CRIMINAL JUSTICE
The City University of New York
Undergraduate Curriculum and Academic Standards Committee

Course Revision Form

Date Submitted: **28 August 2013**

1. Name of Department or Program: **Department of Sciences**

2. Contact information of proposer(s): **Name(s): Nathan H. Lents**
Email(s): nlents@jjay.cuny.edu
Phone number(s): 646.557.4504

3. Current number, title, and abbreviated title of course: **Bio 315: Genetics**

4. Current course description: **Genetics is an introduction to the field of modern genetics. Topics are drawn from classical, molecular and population genetics and include the nature of genetic variation, genetic disorders, genomics, recombinant DNA and genetic engineering techniques. Emphasis is placed on quantitative analysis and problem solving.**

a. Number of credits: **3**
b. Number of class hours (please specify if the course has lab hours): **3**
c. Current prerequisites: **Bio 103, Bio 104, Mat 301**

5. Describe the nature of the revision:

We wish to modify the requirement of Mat301 (Probability and Mathematical Statistics I) such that *either* MAT 301 or STA 250 (Principles & Methods of Statistics) shall satisfy the math prerequisite for this course.

6. Rationale for the proposed change(s):

Previously, this course was only for students in the Molecular Biology track of the Forensic Science (FOS) major. Statistics (MAT 301) is required for the FOS major and specifically for this course because statistics are used in the course. However, this course is now being proposed as a core course in the biology minor (and proposed Cell and Molecular Biology major). To broaden the ability for students from other social science majors to take this course as part of the Biology minor, we wish to allow STA 250 to be an alternative prerequisite.

7. Text of proposed revisions (use NA, not applicable, where appropriate):

a. Revised course description: **N/A**
b. Revised course title: **N/A**
c. Revised abbreviated title: **N/A**
d. Revised learning outcomes: **N/A**
e. Revised assignments and activities related to revised outcomes: **N/A**
f. Revised number of credits: **N/A**
g. Revised number of hours: **N/A**
h. Revised prerequisites: **ENG 201, Bio103, Bio104, Mat 301 or STA 250 or permission of the instructor**

D11

8. Enrollment in past semesters:
   Sp ’13: 31 Sp ’12: 20 Sp ’11: 20 Sp ’10: 21 Sp ’10: 20 Sp ’09: 29

9a. Will this course be offered as part of the new JJ General Education program (Common Core or College Option)?

No _**XX**__ Yes _____ If yes, please indicate the area:

10. Does this change affect any other departments?
    _**XX**__ No _____ Yes (if so what consultation has taken place)?

11. Date of Department or Program Curriculum Committee approval: August 28, 2013

12. Name of Department Chair(s) or Program Coordinator(s) approving this revision proposal:
    Kobilinsky – Chair, Department of Sciences; Coordinator, Forensic Science (FOS) major;
    Lents – Coordinator, Biology Minor; Coordinator, Cell and Molecular Biology (CMB) major;

JOHN JAY COLLEGE OF CRIMINAL JUSTICE
The City University of New York
Undergraduate Curriculum and Academic Standards Committee

Course Revision Form

Date Submitted: **28 August 2013**

1. Name of Department or Program: **Department of Sciences**

2. Contact information of proposer(s): **Name(s): Nathan H. Lents**
Email(s): nlents@jjay.cuny.edu
Phone number(s): 646.557.4504

3. Current number, title, and abbreviated title of course: **Bio412: Molecular Biology I**

4. Current course description:

Molecular Biology I provides an overview of the current concepts and techniques in molecular biology. Lecture topics include the molecular structure of cells, basic genetic mechanisms, control of gene expression in prokaryotes and eukaryotes, DNA replication, repair and recombination, and protein structure and function. The laboratory experiments introduce basic experimental techniques and research methodology, including cell culture, recombinant DNA techniques, transformation, DNA extraction, electrophoresis, Southern and Western blotting, and DNA sequencing and analysis. (Note: This course has a $40.00 material fee).

a. Number of credits: **4**
b. Number of class hours: **9 (3h lecture; 6h laboratory)**
c. Current prerequisites: **Bio 315, Che 315**

5. Describe the nature of the revision:

We wish only to change the title of the course to remove the "I." This course will then stand alone as "Molecular Biology." (The course currently called "Molecular Biology II," Bio413, is being revised to "Forensic DNA Analysis and Interpretation.")

6. Rationale for the proposed change(s):

The Bio413 course, currently Molecular Biology II, is being revised to more accurately reflect its focus on content on Forensic DNA Analysis and Interpretation. Should this revision be approved, the Bio412 course will no longer need the "I" modifier. To leave it in place could generate needless confusion, so we request that it be removed.

7. Text of proposed revisions (use NA, not applicable, where appropriate):
a. Revised course description: **N/A**
b. Revised course title: **Molecular Biology**
c. Revised abbreviated title: **Molecular Biology**
d. Revised learning outcomes: **N/A**
e. Revised assignments and activities related to revised outcomes: **N/A**
f. Revised number of credits: **N/A**
g. Revised number of hours: **N/A**

h. Revised prerequisites: **N/A**

8. Enrollment in past semesters:

F '13: 31 F '12: 10 F '11: 18 F '10: 20 F '10: 8 F '09: 18

9a. Will this course be offered as part of the new JJ General Education program (Common Core or College Option)?

No _**XX**__ Yes _____ If yes, please indicate the area:

10. Does this change affect any other departments?

_**XX**__ No _____ Yes (if so what consultation has taken place)?

11. Date of Department or Program Curriculum Committee approval:

12. Name of Department Chair(s) or Program Coordinator(s) approving this revision proposal:

Kobilinsky – Chair, Department of Sciences; Coordinator, Forensic Science (FOS) major;
Lents – Coordinator, Biology Minor; Coordinator, Cell and Molecular Biology (CMB) major;

JOHN JAY COLLEGE OF CRIMINAL JUSTICE
The City University of New York
Undergraduate Curriculum and Academic Standards Committee

Course Revision Form

Date Submitted: **28 August 2013**

1. Name of Department or Program: **Department of Sciences**

2. Contact information of proposer(s): **Name(s): Nathan H. Lents**
Email(s): nlents@jjay.cuny.edu
Phone number(s): 646.557.4504

3. Current number, title, and abbreviated title of course: **Bio413: Molecular Biology II**

4. Current course description:

BIO 413 consists of lectures and laboratory experiments in molecular biology with special emphasis placed on forensic DNA analysis. Lecture topics include an overview of forensic biology, statistics and population genetics including: sample collection; bioethics; DNA extraction, quantitation, and typing; databases; lab validation including quality assurance and quality control, and emerging technologies. Laboratory experiments introduce advanced experimental techniques such as autosomal STR and "linkage markers" (Y-STR and mtDNA) analysis, DNA quantitation, and PCR-STR analysis of simulated "crime scene samples." (Note: This course has a $40.00 material fee).

a. Number of credits: **4**
b. Number of class hours: **9 (3h lecture; 6h laboratory)**
c. Current prerequisites: **Bio412**

5. Describe the nature of the revision:
We propose to change the title of Bio413 to "Forensic DNA Analysis and Interpretation."

6. Rationale for the proposed change(s):
We wish to revise the name of the Bio413 course, currently Molecular Biology II, to more accurately reflect the content and focus of the course. Further, this change will help our students convey, via their John Jay college transcript, the high-level skills and qualifications gained through this course.

7. Text of proposed revisions (use NA, not applicable, where appropriate):
a. Revised course description: **N/A**
b. Revised course title: **Forensic DNA Analysis and Interpretation**
c. Revised abbreviated title: **Forensic DNA Analysis**
d. Revised learning outcomes: **N/A**
e. Revised assignments and activities related to revised outcomes: **N/A**
f. Revised number of credits: **N/A**
g. Revised number of hours: **N/A**
h. Revised prerequisites: **N/A**

D13

8. Enrollment in past semesters:
   Sp '13: 7 Sp '12: 17 Sp '11: 19 Sp '10: 7 Sp '10: 17 Sp '09: 6

9a. Will this course be offered as part of the new JJ General Education program (Common Core or College Option)?

No _**XX**__ Yes _____ If yes, please indicate the area:

10. Does this change affect any other departments?
    _**XX**__ No _____ Yes (if so what consultation has taken place)?

11. Date of Department or Program Curriculum Committee approval:

12. Name of Department Chair(s) or Program Coordinator(s) approving this revision proposal:
    Kobilinsky – Chair, Department of Sciences; Coordinator, Forensic Science (FOS) major;
    Lents – Coordinator, Biology Minor; Coordinator, Cell and Molecular Biology (CMB) major;

D14

JOHN JAY COLLEGE OF CRIMINAL JUSTICE
The City University of New York
Undergraduate Curriculum and Academic Standards Committee

Course Revision Form

Date Submitted: **28 August 2013**

1. Name of Department or Program: **Department of Sciences**

2. Contact information of proposer(s): **Name(s): Nathan H. Lents**
Email(s): nlents@jjay.cuny.edu
Phone number(s): 646.557.4504

3. Current number, title, and abbreviated title of course: **Che315: Biochemistry**

4. Current course description:

This course provides a fundamental and detailed introduction to modern biochemistry. Lecture topics include amino acids and proteins, nucleic acids, lipids, carbohydrates, classical bioenergetics and metabolism. Emphasis is placed on contemporary applications of protein and nucleic acid biochemistry. Forensic applications of and special topics in biochemistry are integrated with the course material. Modern laboratory procedures in biochemistry, including biomolecular purification, analysis, and spectroscopic thermodynamic and kinetic techniques are introduced. Current methods of graphical presentation and mathematical analysis of experimental data are applied. (Note: This course has a $35.00 material fee).

a. Number of credits: **4**
b. Number of class hours: **6 (3h lecture; 3h laboratory)**
c. Current prerequisites: **Bio104, Che201-202, Phy204, Mat242**

5. Describe the nature of the revision:

Currently, only calculus-based physics II (Phy203-Phy204) satisfies the physics requirement of Che315. We propose to allow algebra-based physics (Phy101-102) to also satisfy the physics requirement (thus, Phy204 OR Phy102). We also propose to reduce the calculus requirement from Mat242 (calculus II) to Mat241 (calculus I).

6. Rationale for the proposed change(s):

Che315, currently required for the FOS major, will also be included in the newly proposed Cell and Molecular Biology (CMB) major, as well as the biology minor, should they be approved. The requirements of calculus II and calculus-based physics (Phy203 and Phy204) would thus amount to "hidden prerequisites" for the CMB programs. The course coordinator (Domashevskiy) confirms that these modified prerequisites are appropriate and still serve the interests of the students enrolled in the Che 315 course.

7. Text of proposed revisions (use NA, not applicable, where appropriate):
   a. Revised course description: **N/A**
   b. Revised course title: **N/A**

c. Revised abbreviated title: **N/A**
d. Revised learning outcomes: **N/A**
e. Revised assignments and activities related to revised outcomes: **N/A**
f. Revised number of credits: **N/A**
g. Revised number of hours: **N/A**
h. Revised prerequisites: **Bio104, Che201-202, Phy204 OR Phy102, and Mat241**

8. Enrollment in past semesters:
F '13: 36 Sum '13: 22 Sp '13: 51 F '12: 48 Sp '12: 42 F '11: 33

9a. Will this course be offered as part of the new JJ General Education program (Common Core or College Option)?
No **_XX__** Yes _____ If yes, please indicate the area:

10. Does this change affect any other departments?
_XX__ No _____ Yes (if so what consultation has taken place)?

11. Date of Department or Program Curriculum Committee approval:

12. Name of Department Chair(s) or Program Coordinator(s) approving this revision proposal:
Kobilinsky – Chair, Department of Sciences; Coordinator, Forensic Science (FOS) major;
Lents – Coordinator, Biology Minor; Coordinator, Cell and Molecular Biology (CMB) major;

D15

John Jay General Education College Option
Course Submission Form

Course Prefix & Number	SPA 202
Course Title	Intermediate Spanish II
Department or Program	Foreign Languages and Literatures
Discipline	Foreign Languages and Literatures
Credits	3
Contact Hours	3
Prerequisites (ENG 101 required for 200-level, ENG 201 required for 300 & 400-level courses)	SPA 201 or placement exam and ENG 101
Co-requisites	
Course Description	The second part of an Intermediate-level course in the Spanish language to increase proficiency in the language skills (listening, reading, speaking, writing, and culture/history) essential to communicative language learning.
Sample Syllabus	Syllabus must be included with submission, 5 pages max recommended

Indicate the status of this course being nominated:

☒ current course ☐ revision of current course ☐ a new course being proposed

John Jay College Option Location

Please check below the area of the College Option for which the course is being submitted. (Select only one.)

Justice Core ☐ Justice & the Individual (100-level) ☐ Struggle for Justice & Inequality in U.S. (300-level) ☐ Justice in Global Perspective (300-level)	☐ Learning from the Past	☒ Communication

D15

Learning Outcomes **In the left column explain the course assignments and activities that will address the learning outcomes in the right column.**	
I. **Communications -** Please explain how your course meets these learning outcomes	
▪ Through **class discussions** (weekly), **oral presentations** (weeks,2,3,7,9,12 14), **compositions** (weeks, 4,8,11,15), **mid-term** (week 8), and **final exam** (week 15), students will demonstrate their ability to express themselves in oral and written communication in the target language and culture. ▪ They will also show their ability to respond to informational and literary texts through **written assignments** (Weeks, 3,8,13), such as reaction papers, position papers, compositions, and journal entries. ▪ Furthermore, students will explore and **respond to other cultural products**, (Weeks, 1,3,5,7,9,11,13, 14) such as non-print media, music, film, and other art forms.	• Express oneself clearly in one or more forms of communication, such as written, oral, visual, or aesthetic.
▪ Students will enhance their **self-awareness** by keeping a **reflective journal** (weeks, 2,3,4,8,10,12) in which they comment on the different lessons and topics discussed in class, as well as any relevant information they have learned outside of class. The student is encouraged to write about anything that is giving them trouble in the course, anything they think helped them to grasp a concept, and any reflections on how they are doing in the course or how they believe they could do better. The student is encouraged to periodically write about what they have learned in the preceding lesson. Furthermore, the student will write about how their discoveries concerning the Spanish language and culture affect their understanding of culturally-based meanings, contexts, and their own cognitive and emotional awareness of themselves as bilingual/bicultural people. ▪ Students will **promote critical distance** by **self-critiquing their work and by pairing into dyads to critique their own and another's work** (weekly).	• Maintain self-awareness and critical distance

D15

▪ Students will **work in pairs or groups (**every class session). For example, they will receive a description of their role and then they will have a few minutes to organize and practice. The emphasis is on spontaneous speech, but the situations will reflect, to some degree, linguistic functions and cultural, historical, or political topics covered in class. ▪ The elaboration of **collaborative work** (2,7,9,12,13) will result in an **end product** (reporting back to whole class, turning in a deliverable, or presentation).	• Work collaboratively
▪ Students will **demonstrate an understanding of a diverse variety of language and cultural sources by listening, observing, analyzing and adapting cultural contexts.** In order to adapt to strategies of a variety of situations and audiences (for example, different regional varieties of Spanish, cultural contexts, gender differences, formal or informal registers, etc.) student's will engage in the practice of adaptation and response mechanisms for working out cultural differences. These activities involve the understanding of a variety of messages by summarizing important ideas or **responding to statements in a cultural text** (be it a dialogue, a document) (weeks, 1,3,7,9,11,13). ▪ Students will embark on **listening practice activities individually** and **in-class as a group** regularly as part of the strategic listening skill Assignments that involve online language resources, which will include listening to recordings (interviews, presentations, short videos on topics, etc). These activities are regularly scheduled as part of homework assignments, individual and group projects, or in-class assignments (Weeks, 1, 3,7, 9, 11, 12).	• Listen, observe, analyze, and adapt messages in a variety of situations, cultural contexts, and target audiences in a diverse society

D15

JOHN JAY COLLEGE OF CRIMINAL JUSTICE, CUNY
524 West 59th street, 7th floor, New York, NY 10019
SYLLABUS FOR "INTERMEDIATE SPANISH II"

Professor: Instructor's name
Semester: Fall 2013
Course Code: SPA 202
Course Section: 00

Classroom and Time:
Professor's office:
Office Hours:
Professor's e-mail:

Course Prerequisite: SPA 201 or placement exam and ENG 101

Course Description: The second part of an Intermediate-level course in the Spanish language to increase proficiency in the language skills (listening, reading, speaking, writing, and culture/history) essential to communicative language learning.

Required Texts:
En contacto: lecturas intermedias (Edición 9) 2012
En contacto: gramática en acción (Edición 9) 2012
Authors: Mary McVey Gill and Brenda Wegmann
ISBN: 13-978-0-495-90841-8

Learning Outcomes: In compliance with CUNY Council on World Language Study, students will:

- Gather, interpret, and assess information from a variety of sources and points of view
- Evaluate evidence and arguments critically or analytically
- Produce well-reasoned written or oral arguments using evidence to support conclusions
- Identify and apply the fundamental concepts and methods of foreign language study
- Analyze the target-language culture and describe daily interactions from more than one point of view
- Speak, read, and write in the target language, and use that language to respond to cultures other than their own

Important note: The use of the target language dominates the teaching/learning process. The instructor manipulates various strategies to communicate the message across through the use of pictorials, non-verbal and body language, illustrations, examples, synonyms, antonyms, and explanations. **English is used sparingly** in two contexts. One is to explain abstract concepts and the other is to provide study skills assistance if need be.

The Language Lab: The Lab has a staff of trained tutors who work with students to help them become more effective in their use of the target language. The Language Lab is a valuable resource for any student of foreign languages, and I encourage you to use it. Check out: http://www.jjay.cuny.edu/academics/596.php

Course Requirements:

1. **Participation (10 % of the final grade):** Students are expected to participate in class regularly. Cell phones should be set to vibrate, so as not to interrupt the class if they happen to ring/receive text. Students are expected to attend class regularly. Generally it is not advisable to miss more than 3 classes in a given semester. Attendance will be taken every day and will be kept as a record. Classroom and Blackboard forum participation will count as 10% of the final grade and will be based on consistent, meaningful participation in classroom/forum discussions, activities, etc.

Evaluation Criteria for Participation

Exemplary

- initiates and maintains interaction with students and instructor from beginning of class
- shows leadership in group activities
- never uses English in discussions and group activities
- asks questions only in the target language
- is always prepared and demonstrates a minimum of errors

- attempts to use complete sentences with connectors, conjunctions; always elaborates on answers

Proficient
- shows willingness to participate
- cooperates fully in discussions and group activities although may not necessarily be the leader
- answers readily when called upon and has few errors
- elaborates somewhat on answers
- occasionally resorts to English

Marginal
- participates more passively than actively
- tends to use English, especially in small group activities when the instructor is not nearby
- is frequently not well prepared

Unacceptable
- participates grudgingly or not at all
- speaks mostly English in discussions and small group activities
- generally does not cooperate in group activities
- has many errors, makes no effort to correct .

2. **Writing Projects: Compositions & Journal (20%)** During the course of the semester, you will complete 3 written compositions that deal with material covered in class. You will also keep a journal where you will reflect on course topics and learning. Instructions for each writing assignment will be posted in Blackboard

Evaluation Criteria for Composition

(Source: Lee, J.F., & Van Patten, Bill. *Making Communicative Language Teaching Happen*. 2nd ed. New York: McGraw-Hill, 2003, page 272)

Content	***Points***
Minimal information; information lacks substance (superficial); inappropriate or irrelevant information; or not enough information to evaluate.	Unacceptable F
Limited information; ideas present but not developed; lack of supporting details or evidence.	Marginal D-C
Adequate information; some development of ideas; some ideas lack supporting detail.	Proficient B
Substantial information; good development of ideas with supporting details or evidence.	Exemplary A
Organization	
Series of separate sentences with no transitions; disconnected ideas, no apparent order to the content; or not enough to evaluate.	Unacceptable F
Limited order to the content; lacks logical sequencing of ideas; ineffective ordering; very choppy, disjointed.	Marginal D-C
An apparent order to the content is intended; somewhat choppy, loosely organized but main points stand out although sequencing of ideas is not complete	Proficient B
Logical and effective order to the content is intended; main points and details are connected; fluent	Exemplary A
Vocabulary	
Inadequate, repetitive; literal translation; abundance of invented words or words in English; or not enough to evaluate.	Unacceptable F
Erroneous word use or choice leads to confused or obscured meaning; some literal translations and invented words; limited use of words studied.	Marginal D-C
Some erroneous word usage or choice, but meaning is not confused or obscured, some use of words studied.	Proficient B
Precise and effective word use/choice; broad; extensive use of words studied.	Exemplary A

Language	
Abundance of errors in use and form of the grammar presented in lesson; sentence structure does not correspond to the target-language structure; erroneous use of language makes the work mostly incomprehensible; no evidence of having edited the work for language; or not enough to evaluate.	Unacceptable F
Frequent errors in use and form of the grammar presented in lesson; erroneous use of language often impedes comprehensibility; work was poorly edited for language.	Marginal D-C
Generally accurate language; erroneous use of language does not impede comprehensibility; some editing for language evident but not complete.	Proficient B
Very few errors in the grammar presented in lesson; work was well edited for language.	Exemplary A

3. **Quizzes (15%) — 3** quizzes will be given.
4. **Oral Interview & Mini-Presentations (20%)** Throughout the semester students will complete **3 Mini-Presentations** (1-2 minutes) based on topics associated with course material. The instructor will announce the topic in advance. An **Oral Interview** in form of a short conversation will be held at the end of the semester (see calendar for exact dates) in a one-to-one setting with your course instructor. The interview will be held during regularly scheduled class hours and will last approximately 5-10 minutes. You will be required to prove not only your listening comprehension, but also the active competence (vocabulary, fluency and proper use of language) you have acquired during the semester.

Criteria for Oral Assessment

	Exemplary	**Proficient**	**Marginal**	**Unacceptable**
	A	**B**	**C-D**	**F**
Task Completion	Superior completion of the task, responses appropriate and with elaboration	Completion of the task, responses appropriate and adequately developed	Partial completion of the task, responses mostly appropriate yet underdeveloped	Minimal or no attempt to complete the task, responses frequently inappropriate
Comprehensibility	Responses readily comprehensible, requiring no interpretation on the part of the listener	Responses comprehensible, requiring minimal interpretation on the part of the listener	Responses mostly comprehensible, requiring interpretation on the part of the listener	Responses barely comprehensible or in English.
Fluency and Pronunciation	Speech continuous with few pauses or stumbling and no or almost no pronunciation errors	Some hesitation, but manages to continue and complete thought and occasional pronunciation errors	Speech choppy and/or slow with frequent pauses and frequent pronunciation errors	Speech halting and uneven with long pauses or incomplete thoughts and few words pronounced correctly
Grammar	No or almost no grammatical errors	Occasional grammatical errors	Frequent grammatical errors	Few correct grammatical structures
Vocabulary	Rich use of vocabulary with frequent attempts at elaboration	Adequate and accurate use of vocabulary	Somewhat inadequate use of vocabulary	Most vocabulary usage is not appropriate and makes comprehension challenging to the

				listener

6. **Midterm (15%) —** There is a midterm exam. If you are absent, you must contact your instructor within 24 hours of the original scheduled time for the test. Y**ou will be able to take the test at a later date provided you submit written documentation of a serious illness or legal obligation.**

7. **Final Exam (20%) —** If you are absent from the final exam, you must contact your instructor within 24 hours of the original scheduled time for the test. You must provide written documentation of a serious illness or legal obligation.

8. **Final Grade Weighting:**

10%	Participation
20%	Writing Projects: Compositions (3) & Journal
15%	Quizzes (3)
20%	Oral Interview & Mini Presentations (3)
15%	Midterm
20%	Final Exam

The John Jay *Undergraduate Bulletin* allows for the following grades only:

A, A-	Excellent	F	Failure
B+,B,B-	Very Good	WU	Withdrew Unofficially
C+,C	Satisfactory	P	PASS
C-,D+,D,D-	Poor	R	REPEAT

PLAGIARISM:

Plagiarism is the presentation of someone else‘s ideas, words, or artistic, scientific, or technical work as one‘s own creation. Using the ideas or work of another is permissible only when the original author is identified. **Use of an internet translation website or cutting and pasting for any part of an assignment is also considered cheating, as well as consulting other sources that are outside the scope of the course (including native speakers). The written work required for the course must fulfill the stated assignment and must be the student’s original work.**

Incomplete Grade Policy

An Incomplete Grade may be given only to those students who would pass the course if they were to satisfactorily complete course requirements. It is within the discretion of the faculty member as to whether or not to give the grade of Incomplete.

Americans with Disabilities Act (ADA) Policies

Qualified students with disabilities will be provided reasonable academic accommodations if determined eligible by the Office of Accessibility Services (OAS).

D15

TENTATIVE CLASS SCHEDULE
Please note the daily syllabus may be subject to change.
Please pay attention to in-class or Blackboard announcements
For date and time of the final, consult the university examination schedule

WEEK	Capítulo / Topic	Tarea/ Homework
	Course Introduction	
1	Introduction to the course & evaluation Pre-Test	Look over course materials.
	Consejos Culturales	
	Capítulo 6: *De viaje* In-Class **Listening** Activity: Reaction to Online YouTube Interview Clips. **Oral Presentation**	Cap. # 6: Tarea – Lectura – p. 119 Reading: "Cinco consejos para el viajero norteamericano"
	Travel & Cultural Explorations	
2	**Capítulo 6: *De viaje*** In-Class Activity: Discuss Reading by Yasmina Jimenez. Topic: Distinguishing Fact from Fiction Actividad. Reporting Back to class.	Cap. # 6: Tarea – Lectura – p. 125 Reading: "Cuando conoces a un auténtico trotamundos" **Grámatica en acción:** p. 133-135 Pronombres Directos/Indirectos
	In-Class Activity: **Class Discussion/Debate**, Working Collaboratively. Topic: TBD **Grámatica en acción:** Audioviñetas	Cap. # 6: Prepare debate topic ítems. Topic: TBD **Grámatica en acción:** p. 139 Mandatos
	Auto-reflexión sobre el arte: Sorolla	
3	**Capítulo 6: *De viaje*** Reflective Journal, entry, group share, and **Writing Assignment** due. (Position paragraph)	Cap. # 6: Journal entry in response to Sorolla's painting.
	Introducción al medioambiente	
	Capítulo 7: Gustos y preferencias Online Research and Group-share **Oral Presentation** Orally Present your findings pertaining to an in-person Interview (**Listening Activity**) on our topic of tastes, preferences, etc. in Latin America.	Cap. #7: Tarea – Lectura – p. 147 Find an online in-person Interview (**Listening Activity**) on tastes, preferences, etc. in Latin America. *Search guidelines will be provided in class. **Grámatica en acción:** p.158-160 Afirmativos y Negativos
	Preferencias, Opiniones y gustos	
4	**Capítulo 7: Gustos y preferencias** **Reflective Journal Entry:** Investigate and reflect on an aspect related to the city of Lima, Perú. **Grámatica en acción:** Audioviñetas	Cap. #7: Tarea – Lectura – p. 150 Reflect on the assigned Reading on Perú. Research an a topic of your interest. **Grámatica en acción:** p. 165 El Subjuntivo
	Capítulo 7: Gustos y preferencias **Composición # 1 y Quiz # 1 (Capítulo 6 &7)**	Cap. #7: Composition on art by Joan Miró Topics: Include style, period, symbolism
5	**Repaso** Film: Class Discussion on film. (TBD)	View film chosen for class discussion. Estudiar para el examen parcial
6	**MIDTERM**	

D15

	Cultural Diversity – Ethnic Encounters	
7	**Capítulo 8: Dimensiones culturales:** Group Reading and Reaction Discussion on Reading on Latin American cultura **Grámatica en acción:** Audioviñetas	Cap. # 8: Tarea – Lectura – p.175 "La asombrosa cultura latinoamericana" **Grámatica en acción:** p. 182 Mandatos Reflexivos
	Ethnicity in Latin America	
	Capítulo 8: Dimensiones culturales Collaborative Research and Reporting Back on Afro-hispanic cultures. **Disussion on** Reading by Nicolás Guillén and **Oral Presentation in Groups** on Afro-hispanic communities. Target countries: Cuba, Dominican Republic, Puerto Rico, and Colombia. **Listening** In-class (audio) Activity - Poetry	Cap. # 8: Tarea – Lectura – p. 186 Poesía afroamericana "Balada de los dos abuelos" Nicolás Guillén Research Afro-hispanic communities in different Latin American countries. Target countries: Cuba, Dominican Republic, Puerto Rico, and Colombia. **Grámatica en acción:** p. 191 El "se" impersonal
	Reflexiones individuales	
8	**Capítulo 8: Dimensiones culturales** **Reflective Journal Entry:** Investigate and reflect on art by José García Chibbaro.	Cap. # 8: Art by José García Chibbaro Base on your impressions on the art of Chibbaro, write a journal entry on the topic of ethnic diversity related to his work.
	Composición # 2 y Quiz # 2 (Capítulo 8) **Art and Ethnicity** Compositions should reflect both class discussions on ethnic diversity and your own impressions and research.	Compostion 2: **Art and Ethnicity** Based on your work on the art of Chibbaro, find another Latin American artista and analyze one or two of their art pieces.
	El medioambiente y el cuidado de los recursos naturales	
9	**Capítulo 9: Un planeta para todos** Reaction Discussion on the assigned HW Reading (p.199) and In-class Group Reading on the poem by Federico García Lorca (p. 204) **Grámatica en acción:** Audioviñetas	Cap. # 9: Tarea – Lectura – p. 199 El cuidado de los recursos naturales **Grámatica en acción:** p. 206 El imperfecto del subjuntivo
	Capítulo 9: Un planeta para todos Collaborative Research and Reporting Back on a Eco-friendly or Sustainability Project in Costa Rica **-Students will share their findings (share links to videos and interviews)** **-Oral Presentation in Groups**	Collaborative Research & Reporting Back In assigned groups, students will research an Eco-friendly or Sustainability Project in Costa Rica. They will report back to the whole class in their respective groups. Students should reserach and view videos on the topic (**Listening Activities**)
	Narrativas sobre el medioambiente	
10	**Capítulo 9: Un planeta para todos** Mini-Presentations on the art of Nicolás García Uriburu. Vocabulary on art interpretation will be	Cap. # 9: Tarea – p. 216 Analyze the work of art by Nicolás García Uriburu on page 216. Prepare a 1 minute presentation on

D15

	reviewed and put into practice (p. 218)	your reaction and turn in a short 1 page reaction essay on the aesthetic formats explored in the piece.
	Capítulo 9: Un planeta para todos **Reflective Journal Entry:** Reflect on the imagery of "El pescador y el pez" by Toásiyé Alma Africana (p. 205). Be prepared to share a snippet of your reflection in class. **Grámatica en acción:** Audioviñetas	Cap. # 9: Tarea – Lectura – p. 205 Read "El pescador y el pez" and prepare a refective journal entry on your reaction. Be prepared to share a brief summary of your reaction in class. **Grámatica en acción:** p. 210
	Written Assignment and Quiz	
11	**Composición # 3 y Quiz # 3 (Capítulo 9)** Composition topic: "El medioambiente y la justicia social" Compositions will be based on your interpretation of a "Common Reading" text that will be given by the Instructor (TBD).	Cap. # 9: Quiz 3 and Composition Composition topic: "El medioambiente y la justicia social" Compositions will be based on your interpretation of a "Common Reading" text that will be given by the Instructor (TBD).
	Societal Structures: Education and Professional Settings	
	Cap. 10: Imágenes y negocios **Contexto Cultural: Discuss the HW Reading –** Interview with Carlos Slim and follow-up In-class Group Reading and Reaction Dialogue on a news article brought by the instructor. -Video Interview (viewed in class) with Carlos Slim (**Listening Activity**)	Cap. # 10: Tarea – Lectura – p. 226 Read the interview with Carlos Slim **Grámatica en acción:** p. 235-240 Indicativo y el presente perfecto
	Cultural counterpoints: Gender, Sexism, and Class	
12	**Cap. 10: Imágenes y negocios** Working Collaboratively, Reporting Back. Reading of "El delantal blanco" that was assigned for HW. Each student within the collaborative groupd should present a different perspective orally in class. **Grámatica en acción:** Audioviñetas	Cap. # 10: Tarea – Lectura – p. 231 Read "El delantal blanco" by Sergio Vodanovic. You will work collaoboratively in class in order to present reactions to the Reading. You should prepare a short ½ min. Perspective Mini-Presentation.
	Cap. 10: Imágenes y negocios **Reflective Journal Entry:** Investigate and Artist Fernando Botero. Write a reaction to "La familia del presidente". Students will present a brief summary of their reaction. Turn in Journal for review. --Video Interview (viewed in class) with Fernando Botero. (**Listening Activity**)	Cap. # 10: Tarea- Lectura e investigación p. 246 Investigate Fernando Botero. Write a reaction to "La familia del presidente". Be prepared to explain your reaction in class. **Grámatica en acción:** p. 243 La voz pasiva

D15

	Film (película) ***Viva Cuba***	
13	**Conversación en la clase sobre la película**	Film: ***Viva Cuba*** - View the film and prepare a draft of your general reactions to the film. Your reaction will turn into your Composition #4.
	Class Discussion and Entrevista Practicum	
	Repaso y entrevista	
14	**Oral Exam**	
	Repaso para el examen final	Estudiar para el examen final
15	**Final Exam**	

Proposal Approved by the Committee on Graduate Studies in part on 12/11/13 and in part in 3/13

E1

March Revision 13 revisions to December 10, 2013 Revision of November 10, 2013 Proposal

Proposal to Change the Steps to Completing a Thesis

Rationale for Proposed Change

1. The steps to completing a thesis are unclear as written in the bulletin (p. 18; see below copy of policy).

2. The current requirement does not include review by the program director. It is customary for program directors to review the thesis in order to ensure that the thesis meets the standards of the program.

3. The encouragement of review at the program level will illuminate the extent to which the learning goals of the thesis have been achieved. The review will also shed light on the thesis requirement. Program-level review may encourage the development and adoption of other culminating experiences that are aligned with professional, career or post-graduation goals outside of research or the pursuit of the doctorate, all of which attract and are suited to specific subsets of graduates.

Current Policy

Steps to Completing a Thesis:

- Permission of the instructor teaching the prospectus seminar is required
- Identify a full-time thesis advisor
- Successful registration of 791 and 792 (CRJ/FCM/SEC/ICJ/PSY), or 797 (FOS)
- CRJ/FCM/ICJ/PSY/SEC: Receive approval of first and second advisors and the Dean of Graduate Studies—the student will then receive a passing letter grade (P)
- FOS: Complete prospectus and receive approval of the mentor and prospectus instructor—the student will then receive a passing letter grade (P)
- Submit two copies of the Approved thesis to the John Jay Library for binding
- Submit the original and one copy of the thesis approval page and a receipt from the Library and Bursar's Office for the binding fee to the Registrar's Office for clearance.

Proposed Revision

Steps to Completing a Thesis

To complete the thesis requirement, students must adhere to the following policies in addition to the specific requirements for the thesis established by their graduate programs and stated in the Program Specific Requirements section below.

The following policies apply to all students.

Proposal Approved by the Committee on Graduate Studies in part on 12/11/13 and in part in 3/13

E1

- All students must complete the thesis within one year of completing all other program degree requirements. Only in exceptional circumstances may the student request an extension by written petition to the faculty advisor, program director and dean. If the request is approved, the student will be granted a limited time period to complete the thesis.

- After the program director has approved the thesis, a passing grade (P) will be posted.

- The student must submit two copies of the thesis (on bond paper) to the library for binding.

- The student must submit the following to the Registrar's Office: 1) the original and one copy of the thesis' approval page; 2) a receipt from the library that indicates that the thesis was submitted, and 3) a receipt from the bursar for the binding fee.

Program Specific Requirements

International Crime and Justice

The thesis track is available only to those students who received a grade of A or A- in Research Methods in International Crime and Justice (ICJ715) and Using Computers in Social Research (CRJ716) and have maintained a 3.5 GPA. Pursuit of the thesis track also requires the permission of the program director. The thesis track consists of completion of ICJ791 (Thesis 1) and ICJ792 (Thesis II) in sequence, for a total of six credits. These courses are taught one-on-one with the student´s faculty advisor. Students may not register for ICJ791 (Thesis I) until a faculty advisor has been identified. Course descriptions for ICJ791 and ICJ792 can be found in the bulletin.

Digital Forensics and Cyber Security (D4CS)

The D4CS thesis option is suited for superior students who seek the challenge of traditional scholarly research. Thesis research requires the sponsorship of a D4CS full-time faculty member who agrees to serve as the thesis adviser. Students unable to gain an adviser can do an Applied Research Project or fieldwork for their capstone experience. When a student gains faculty sponsorship, the adviser notifies the program director who will approve registration for FCM 791, Prospectus Seminar. The college's general thesis guidelines apply with the additional provisions that a D4CS thesis may follow IEEE citation guidelines, a digital copy of the approved thesis must be submitted to the program director, and the thesis committee may require an oral defense. Completion of a thesis makes a student eligible to graduate with a 33 credit program of study.

Criminal Justice

Proposal Approved by the Committee on Graduate Studies in part on 12/11/13 and in part in 3/13

E1

Students who complete CRJ 715 and 716 with an A- or better may choose to write a thesis instead of taking four elective courses. Students choosing the thesis option must first take CRJ 717 Reading in Research and receive an A- or better. Students must obtain permission from the program director to pursue the thesis option after completing CRJ 717. If permission is granted, they must take CRJ 791 Thesis Prospectus as an Independent Study with their thesis advisor who must be a member of the graduate faculty. Finally, students must submit a thesis approved by their advisor and a second reader within no more than one year after completing CRJ 791. Students choosing the thesis option will complete a total of 30 credits for the master's degree, six fewer credits than those students who take the comprehensive exam. However, writing a thesis is a substantial undertaking usually requiring more work than that required by two additional courses.

Forensic Science

All students are required to write a thesis. To complete the thesis students must register for and pass the three semester prospectus seminar FOS 795-797. During the course of this seminar series, students must identify a full time science graduate faculty member as a research mentor and thesis advisor, receive approval of the thesis topic from the thesis advisor and the prospectus instructor, and complete a prospectus. Students are encouraged to select a thesis advisor within their first year in the program and are allowed to start their thesis project immediately after approval of their topic.

Security Management

The thesis option is only available to students with a GPA of 3.5. or higher with the permission of the program director.

E2

JOHN JAY COLLEGE OF CRIMINAL JUSTICE
The City University of New York

CHANGE IN EXISTING GRADUATE COURSE

This form should be used for revisions to course titles, prefixes/numbers, descriptions, and/or prerequisites. **For course content changes please also submit a syllabus.** For significant content changes, a New Course Proposal form may be required instead. Please email the completed form to the Associate Dean of Graduate Studies at rmeeks@jjay.cuny.edu.

Date Submitted to the Office of Graduate Studies: 3/5/14
Date of Program Approval: 2/11/14
Date of CGS Approval: 3/13/14

1. Contact information of proposer(s):

Name(s)	Email(s)	Phone number(s)
Avram Bornstein	abornstein@yahoo.com	212-237-8287

2. Proposed changes. Please complete the entire "FROM" column. Only complete the proposed changes in the "TO" column.

FROM (~~strikethrough~~ the changes)		**TO** (underline changes)	
Program	Criminal Justice	**Program**	
Course	CRJ/~~PAD~~ 730 Policy Analysis in Criminal Justice	**Course**	CRJ 730 Policy Analysis in Criminal Justice
Pre- and/or Corequisites (specify which are pre, co, or both)	CRJ 715 ~~or PAD 715~~	**Pre- and/or Corequisites** (specify which are pre, co, or both)	CRJ 710, 711, 715, 716, and the CJ comprehensive exam
Hours	3	**Hours**	
Credits	3	**Credits**	
Description	Offers an introduction to policy analysis and criminal justice planning. Explains how to assess proposals intended to solve problems encountered in policing, adjudication and corrections.	**Description**	
		Effective Term	Fall 2014

3. Rationale for the proposed change(s):

The CJ faculty decided to change the sequence of core requirements such that the comp exam will come after the first four core courses, but before this course, which will become a signature course. This makes it necessary to split the cross-listing since PAD students will never have completed the new pre-requisites.

4. Enrollment in past semesters:

E2

This is a core course in the CJ MA Program and runs about four sections every semester

5. Does this change affect other programs?

_____ No __X___ Yes

If yes, what consultation has taken place?

The CJ MA faculty voted on the change in prerequisites. The Council on Graduate Studies discussed the change. Public Management will be submitting its own revision of PAD 730.

E3

PROGRAM IN CRIMINAL JUSTICE
John Jay College, CUNY

Proposed Changes in a Degree Program

The following is the revised curriculum for the Program in Criminal Justice leading to the Master of Arts Degree.

Program Name and Degree Awarded: MA in Criminal Justice
HEGIS Code: 2105
NY State Program Codes:
MA in Criminal Justice: 02538
BA/MA in Criminal Justice: 00140
BS/MA in Criminal Justice: 20700
BS in Criminal Justice Management/MA in Criminal Justice: 20701
BS in Police Studies/MA in Criminal Justice: 20702

Effective term: Fall 2014

Date of Program Approval: 2/5/14
Date of CGS approval: 3/13/14

Rationale:

There are three substantive sets of changes proposed here that concern: 1) the revision of specializations, 2) the sequencing of the comprehensive exam, and 3) the modification of the two track system into a new thesis option. First, the rational for the revision of specializations is that it eliminates three redundant specializations. All of the CRJ courses in the specializations to be eliminated will still be available in other, closely related specializations. The course lists for remaining specializations are also being updated to reflect new courses offered. Second, the rationale for moving the comprehensive exam earlier in the sequence of requirements, between 12 and 24 credits, is to improve the quality of the test and eliminate the problem of students failing out after accumulating 36 credits. At present, the test focuses mostly on the five core classes but also includes other material on an ad hoc basis. Most students take the test at the end of their program, sometimes long after they have taken the required core. With this revision the test will be focused on the first four core classes, and making the fifth required core into a signature course. Third, the rationale for eliminating the two tracks is that all students will now be required to take the comprehensive exam, and the thesis, no longer a separate track, becomes an option. The thesis option is also being given more structure by requiring one thesis cohort course and one independent study.

E3

FROM	TO
List of Course (Prefix, Number, and Name) Crs.	**List of Course (Prefix, Number, and Name) Crs.**
Requirements for the Degree Program: **~~strikethrough~~ what is to be changed. DEGREE REQUIREMENTS ~~The course requirements for the Master of Arts in Criminal Justice include the successful completion of 30–36 credits, depending on whether the thesis track or the comprehensive examination track is selected~~. ~~THESIS TRACK~~ ~~Students selecting the thesis track must complete 30 credits of coursework. The thesis track includes 15 credits in the program's core courses, 12 credits from elective courses and an additional 3 credits for the thesis prospectus. This option is available only to students who completed CRJ 715, 716 and 717 with an average of A- or better. Pursuit of the thesis track also requires permission of the program director.~~ ~~COMPREHENSIVE EXAMINATION TRACK~~ ~~•~~ • ~~Those who choose the comprehensive examination track must complete 36 credits of coursework and must pass the comprehensive examination.~~ • ~~The Comprehensive Review Course (CRJ 793) is recommended but not required.~~ • ~~If CRJ 793 is taken for credit, then 18 additional credits of electives are needed.~~ • ~~If a student does not take CRJ 793 for credit, then 21 additional credits of electives are needed.~~ ~~REQUIRED COURSES~~ Criminal Justice 710 Issues in Criminal Justice I: Theory and Courts~~*~~ Criminal Justice 711 Issues in Criminal Justice II: Policing and Corrections~~*~~ Criminal Justice 715 Research Design and Methods~~*~~ Criminal Justice 716 Using Computers in Social Research Criminal Justice 730 Policy Analysis in Criminal Justice ~~*Students must complete Criminal Justice 710, 711, and 715 within their first 15 credits of courses.~~	**Requirements for the Degree Program:** **underline the changes. DEGREE REQUIREMENTS The Master of Arts in Criminal Justice requires 36 credits consisting of five required core courses, three courses in a specialization, and four elective courses. Students must also pass a comprehensive examination. Students meeting certain conditions may complete the degree in 30 credits plus a thesis (see below). **CORE-REQUIREMENTS:** 15 CREDITS Criminal Justice 710 Issues in Criminal Justice I: Theory and Courts Criminal Justice 711 Issues in Criminal Justice II: Policing and Corrections Criminal Justice 715 Research Design and Methods Criminal Justice 716 Using Computers in Social Research Comprehensive Exam* Criminal Justice 730 Policy Analysis in Criminal Justice *The Comprehensive Exam must be taken after completing the first four required core classes (CJ 710, 711, 715, & 716) and before completing 24 credits of coursework. All students must pass the comprehensive exam before entering the final required core class, CJ 730. **SPECIALIZATION:** 9 CREDITS Students must take three classes (9 credits) in one of five specialization areas listed below. The specialization lists provided are not intended to be exhaustive. The program director has discretion to substitute other courses, including courses in the 800-level series, to satisfy the specialization requirement. Students should consult with the program director **before** taking a course for specialization credit when that course is not on the specialization list. Dual specializations are permissible if the student has fulfilled the requirements of both specializations, but the same electives may not be used for two specializations. **ELECTIVES:** 12 CREDITS Students must take four additional classes from **any** of the graduate courses offered at John Jay. Students may choose to take CRJ 793 Comprehensive

ELECTIVES
~~Subtotal: 12–21~~
~~All students must complete the 15 core credits listed above.~~
~~In addition, students must take 12 to 21 credits in elective courses (depending on whether a student is following the thesis or comprehensive examination track). Electives may be selected from any of the graduate courses offered at John Jay, subject to the approval of the graduate program director~~.

~~SPECIALIZATIONS~~
~~Students must specialize in one of eight areas and take a total of 9 credits within the specialization selected.~~ The specialization lists provided are not intended to be exhaustive. The program director has discretion to ~~accept courses other than those noted in determining whether a student has satisfied the specialization requirement~~. Students should consult with the program director **before** taking a course for specialization credit when that course ~~has not been noted in the list of courses for the student's specialization~~.

~~Experimental courses in the 800-level series can be used to fulfill a specialization requirement with the approval of the program director.~~ Dual specializations are permissible if the student has fulfilled the requirements of both specializations.

CRIMINOLOGY AND DEVIANCE
Criminal Justice 701 The Sociology of Crime
Criminal Justice 712 Sex Crimes
Criminal Justice 713 White-Collar Crime
Criminal Justice 714 Social Aspects of Alcohol and Drug Use
~~Criminal Justice 717 Readings in Research~~
Criminal Justice 727~~/Forensic Computing727~~ Cybercriminology
Criminal Justice 729 Drugs, Crime, and the Criminal Justice System
Criminal Justice 738 Perspectives on Race and Crime in America
Criminal Justice 761 Youth Crime and Delinquency Control
Criminal Justice 765 Social Movements, Revolution and Terrorism
Criminal Justice 766 Sociology of Delinquency
Criminal Justice 767 Gangs and the Community
Criminal Justice 769 Deviant Behavior
Criminal Justice 770 Advanced Criminology
Criminal Justice 771 Problems in Criminal Justice

Review as one of their electives to help prepare for the exam. Students choosing the thesis option do not need to meet the electives requirement (see below).

THESIS OPTION: 6 CREDITS
Students who complete CRJ 715 and 716 with an A- or better may choose to write a thesis instead of taking four elective courses. Students choosing the thesis option must first take CRJ 717 Reading in Research and receive an A- or better. Students must obtain permission from the program director to pursue the thesis option after completing CRJ 717. If permission is granted, they must take CRJ 791 Thesis Prospectus as an Independent Study with their thesis advisor who must be a member of the graduate faculty. Finally, students must submit a thesis approved by their advisor and a second reader within no more than one year after completing CRJ 791. Students choosing the thesis option will complete a total of 30 credits for the master's degree, six fewer credits than those students who take the comprehensive exam. However, writing a thesis is a substantial undertaking usually requiring more work than that required by two additional courses.

CRIMINOLOGY AND DEVIANCE
CJ 701 The Sociology of Crime
CJ 712 Sex Crimes
CJ 713 White Collar Crime
CJ 714 Social Aspects of Alcohol & Drug
CJ 727 Cybercriminology
CJ 729 Drugs, Crime, and the CJ System
CJ 738 Race and Crime in America
CJ 761 Youth Crime and Delinquency Control
CJ 765 Social Movements, Rev and Terrorism
CJ 766 Sociology of Delinquency
CJ 767 Gangs and the Community
CJ 769 Deviant Behavior
CJ 770 Advanced Criminology
CJ 771 Problems in Criminal Justice
CJ 778 Victimology
CJ 779 The Female Offender in Western Society
CJ 783 Crime and the Media
CJ 784 Organized and Transnational Crime
CJ 796 History of Crime

E3

Criminal Justice 778 Victimology
Criminal Justice 779 The Female Offender in Western Society
Criminal Justice 783 Crime and the Media
Criminal Justice 784 Organized and Transnational Crime
Criminal Justice 796 History of Crime

CRIMINAL LAW AND PROCEDURE
Criminal Justice 708 Law, Evidence and Ethics
Criminal Justice 725 Capital Punishment
Criminal Justice 732 United States Constitutional Law
Criminal Justice 733 The Constitution and Criminal Justice
Criminal Justice 734 Criminal Law
Criminal Justice 735 Prosecuting Crime
Criminal Justice 736 Seminar in Civil Rights and Civil Liberties
Criminal Justice 752 The Law and High Technology Crime
~~Criminal Justice 754/Public Administration754~~
Criminal Justice 785 The American Jury

POLICE ADMINISTRATION
Criminal Justice 739 Crime Mapping
Criminal Justice 751 Crime Scene Investigation
~~Criminal Justice 754/Public Administration 754 Investigative Techniques~~
Criminal Justice 756 Problems in Police Administration
Criminal Justice 757 The Police and the Community
Criminal Justice 759 Comparative Police Administration
Criminal Justice 760 History of Police Administration
Criminal Justice 761 Youth Crime and Delinquency Control
Criminal Justice 762 Investigating Violent Crime
Criminal Justice 771 Problems in Criminal Justice
Criminal Justice 783 Crime and the Media
Criminal Justice 786 Problem-Oriented Policing
Criminal Justice 787 Seminar in Crime Analysis and Crime Prevention

CORRECTION ~~STUDIES~~
Criminal Justice 703 Advanced Penology
Criminal Justice 704 Probation and Parole: Theory and Practice
Criminal Justice 728 Problems in Contemporary Corrections
Criminal Justice 749 Punishment and Responsibility
Criminal Justice 758 Public Health Challenges in Criminal Justice: An

CRIMINAL LAW AND PROCEDURE
CJ 708 Law, Evidence and Ethics
CJ 725 Capital Punishment
CJ 732 United States Constitutional Law
CJ 733 The Constitution and Criminal Justice
CJ 734 Criminal Law
CJ 735 Prosecuting Crime
CJ 736 Seminar in Civil Rights and Civil Liberties
CJ 752 The Law and High Technology Crime
CJ 768 Law and Society
CJ 785 The American Jury
PA 741 Administrative Law and Regulation
PA 760 Court Administration

POLICE ADMINISTRATION
CJ 738 Race and Crime in America
CJ 739 Crime Mapping
CJ 742 Police Ethics
CJ 745 Legal Aspects of Undercover Activity
CJ 751 Crime Scene Investigation
CJ 756 Problems in Police Administration
CJ 757 The Police and the Community
CJ 759 Comparative Police Administration
CJ 760 History of Police Administration
CJ 761 Youth Crime and Delinquency Control
CJ 762 Investigating Violent Crime
CJ 771 Problems in Criminal Justice
CJ 783 Crime and the Media
CJ 786 Problem-Oriented Policing
CJ 787 Seminar in Crime Analysis and Crime Prevention

CORRECTION ADMINISTRATION
CJ 703 Advanced Penology
CJ 704 Probation and Parole: Theory and Practice
CJ 728 Problems in Contemporary Corrections
CJ 749 Punishment and Responsibility
CJ 758 Public Health Challenges in CJ: An Epidemiological Approach

TERRORISM STUDIES
CJ 744 Terrorism and Politics

E3

Epidemiological Approach ~~COMPUTER APPLICATIONS IN CRIMINAL JUSTICE~~ ~~Criminal Justice 720/Public Administration 720 Computer Programming for Management and Analysis~~ ~~Criminal Justice 727 Cybercriminology~~ ~~Criminal Justice 739 Crime Mapping~~ ~~Criminal Justice 747/Public Administration 747 Computer Applications in Public Policy and Management~~ ~~Criminal Justice 750/Public Administration 750 Security of Information and Technology~~ ~~Criminal Justice 752 The Law and High Technology Crime~~ ~~Public Administration 711 Operations Research~~ ~~INVESTIGATIVE TECHNIQUES~~ ~~Criminal Justice 708 Law, Evidence and Ethics~~ ~~Criminal Justice 733 The Constitution and Criminal Justice~~ ~~Criminal Justice 739 Crime Mapping~~ ~~Criminal Justice 751 Crime Scene Investigation~~ ~~Criminal Justice 753 Investigating Cybercrime~~ ~~Criminal Justice 754/Public Administration 754 Investigative Techniques~~ ~~Criminal Justice 762 Investigating Violent Crime~~ ~~JUVENILE JUSTICE~~ ~~Criminal Justice 704 Probation and Parole: Theory and Practice~~ ~~Criminal Justice 729 Drugs, Crime and the Criminal Justice System~~ ~~Criminal Justice 761 Youth Crime and Delinquency Control~~ ~~Criminal Justice 766 The Sociology of Delinquency~~ ~~Criminal Justice 767 Gangs and the Community~~ TERRORISM STUDIES Criminal Justice 744 Terrorism and Politics Criminal Justice 746 Terrorism and Apocalyptic Violence Criminal Justice 748 Counter-Terrorism Policy for Law Enforcement Criminal Justice 765 Social Movements, Revolution, and Terrorism Criminal Justice 772 ~~Pro~~seminar in Terrorism Studies Criminal Justice 797 Homeland Security and International Relations Criminal Justice 798 Homeland Security and Terrorism	CJ 746 Terrorism and Apocalyptic Violence CJ 748 Counter-Terrorism Policy for Law Enforcement CJ 765 Social Movements, Revolution, and Terrorism CJ 772 Seminar in Terrorism Studies CJ 797 Homeland Security and International Relations CJ 798 Homeland Security and Terrorism **Sub-total** **Electives** 12 _____ ET electives+ **Total credits required: 30-36**

E3

Sub-total **Electives: 12** **Total credits required: 30-36**	

Does this change affect any other program?

_____ No __X___ Yes

If yes, what consultation has taken place?

The Public Management program is aware of how these changes, particularly involving CRJ 730 and its new role in the Criminal Justice master's curriculum, and that program will be submitting its own revision of the course as PAD 730, which is no longer cross-listed.

CUNY The City University of New York